

**DEVELOPING ENGLISH SPEAKING MATERIALS FOR ENGLISH  
TUTORIAL PROGRAM OF INTERMEDIATE LEVEL STUDENTS OF  
INTERNATIONAL ACCOUNTING EDUCATION STUDY PROGRAM AT  
THE CENTRE FOR LANGUAGE DEVELOPMENT OF  
YOGYAKARTA STATE UNIVERSITY**

**A Thesis**

**Presented as a Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Education**



**By**

**Reni Nastiti**

**09202241004**

**English Education Department**

**Faculty of Languages and Arts**

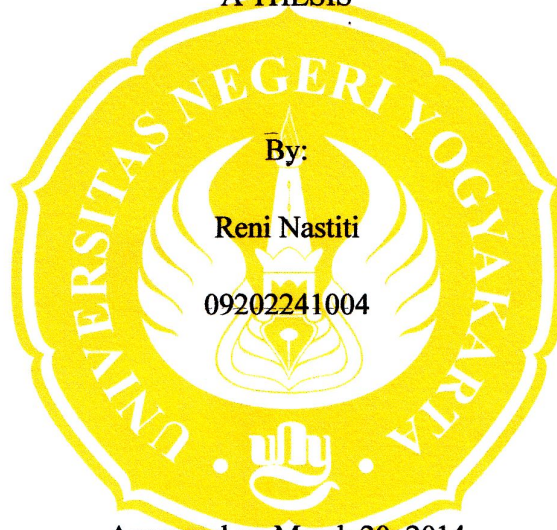
**Yogyakarta State University**

**March 2014**

**APPROVAL SHEET**

**DEVELOPING ENGLISH SPEAKING MATERIALS FOR ENGLISH  
TUTORIAL PROGRAM OF INTERMEDIATE LEVEL STUDENTS OF  
INTERNATIONAL ACCOUNTING EDUCATION STUDY PROGRAM AT  
THE CENTRE FOR LANGUAGE DEVELOPMENT OF  
YOGYAKARTA STATE UNIVERSITY**

A THESIS



Approved on March 20, 2014

by

First Supervisor,

Joko Priyana, Ph.D.

NIP 19650122 199001 1 001

Second Supervisor,

Sudiyono, S.Pd., M.A.

NIP 19720220 200501 1 001

## RATIFICATION SHEET

**DEVELOPING ENGLISH SPEAKING MATERIALS FOR ENGLISH  
TUTORIAL PROGRAM OF INTERMEDIATE LEVEL STUDENTS OF  
INTERNATIONAL ACCOUNTING EDUCATION STUDY PROGRAM AT  
THE CENTRE FOR LANGUAGE DEVELOPMENT OF  
YOGYAKARTA STATE UNIVERSITY**

### A THESIS

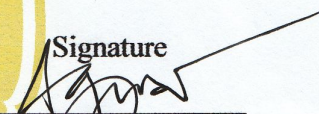
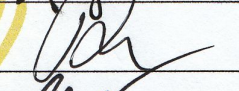
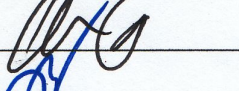
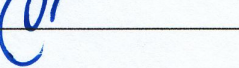
Accepted by the board of examiners of Faculty of Languages and Arts

Yogyakarta State University on April 10, 2014

and declared to have fulfilled the requirement to acquire

*A Sarjana Pendidikan Degree*

#### BOARD OF EXAMINERS

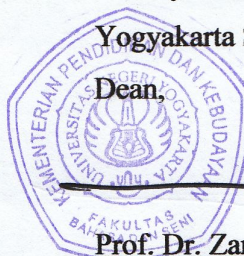
Position	Name	Signature
Chairperson	Dr. Agus Widyanoro, M.Pd.	
Secretary	Sudiyono, S.Pd., M.A.	
First Examiner	Dr. Margana, M.Hum., M.A.	
Second Examiner	Joko Priyana, Ph.D.	

Yogyakarta, April 10, 2014

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP 19550505 198011 1 001

## PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Reni Nastiti

NIM : 09202241004

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Judul Skripsi : *Developing English Speaking Materials for English Tutorial Program of Intermediate Level Students of International Accounting Education Study Program at the Centre for Language Development of Yogyakarta State University*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang dituliss orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penelitian karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 21 Maret 2014

Penulis,



Reni Nastiti

NIM 09202241004



## **MOTTOS**

**"Every good deed is charity." (Bukhari)**

**"So remember Me; I will remember you." (Qur'an 2:152)**

## **DEDICATION**

**I dedicate this thesis to my mom and dad.**

## ACKNOWLEDGMENTS

In the name of Allah, The Most Gracious and The Most Merciful. I praise Allah SWT, the Lord of the 'Alamin, for all His great loving kindness in guiding me through the process of finishing this thesis. Eternal peace may also be given to Muhammad SAW, his family, friends, and companions.

This thesis is the end of my journey obtaining my *Sarjana Pendidikan* Degree, representing a milestone in studying at English Education Department of Yogyakarta State University. During that time, I have worked with a great number of people whose contribution means a lot to my study. Though this thesis is an individual work, I could never have reached the heights or explored the depths without their help, support, and guidance. It is a pleasure to convey my gratitude to them all in my humble acknowledgment.

My first and foremost appreciation goes to my first supervisor, Joko Priyana, Ph.D., for all I have learned from him and for his continuous help in all stages of this thesis. He has oriented me with promptness and care and always been patient in listening to my ideas. Above all and the most needed, he provided me unflinching encouragement and relentless support in various ways at all times.

I would like to record my deepest gratitude to my second supervisor, Sudiyono, M.A. for providing constant encouragement, support, and invaluable suggestions at every single detail of my thesis to make it successful. I would like to thank him for helping me to shape my interest and ideas. Under his guidance I have learned a lot.

My sincere gratefulness also goes to my academic advisor, Nury Supriyanti, M.A. for her advice, motivation, and many things she has taught to me. She has a very positive influence on me from the very beginning of my study.

My deepest appreciation goes to Siti Mahripah, M. App. Ling. for her willingness to evaluate the materials I have developed. I do appreciate her suggestions for the better results of the materials.

I am deeply and forever indebted to my mom and dad for their continuous love, support and encouragement throughout my entire life. Nothing can really express my feelings and gratitude towards them for the values they have given me and for all of the sacrifices they have made on my behalf.

My greatest appreciation goes to my closest friend, Laila Fitria Mufidah, for always being a greatly reliable person to whom I can talk about my problems and excitements. Sincere thanks goes to Beny Abdurrahman and Rizky Hadi Oktia Venni for always being there when I need them all. My deepest gratitude goes to my friends in PBI Class A, Desty Ferdiyana, Nuarrafa Prabasari, Ika Nuryani, Ragil, Asep, Mustika, Zyah, Amel, Dhini, Dhika, Hardian, Zulimah, Yuni, Yesi, Puput, Sintia, and Eka for their kindness and moral support during my study.

To those who contributed to this thesis, your kindness means a lot to me. Thank you.

Reni Nastiti



## TABLE OF CONTENTS

TITLE PAGE .....	i
APPROVAL SHEET .....	ii
RATIFICATION SHEET .....	iii
PERNYATAAN.....	iv
MOTTOS .....	v
DEDICATION .....	vi
ACKNOWLEDGMENTS .....	vii
ABSTRACT.....	xiv
CHAPTER I: Introduction .....	1
A. Background of the Study .....	1
B. Identification of the Problems .....	5
C. Limitation of the Problems .....	7
D. Formulation of the Problems .....	8
E. Objectives of the Research .....	8
F. Significance of the Research .....	9
CHAPTER II: Literature Review and Conceptual Framework .....	10
A. Literature Review .....	10
1. Speaking.....	10
2. Spoken English for Accounting .....	15
3. English for Specific Purposes (ESP).....	17
4. Materials Development.....	26
5. Task-Based Language Teaching .....	35
B. Conceptual Framework.....	52
CHAPTER III: Research Method .....	55
A. Research Design .....	55
B. Research Setting .....	56
C. Research Procedure .....	56
D. Data Collection Techniques.....	57

E. Research Instruments.....	58
F. Data Analysis Techniques .....	58
CHAPTER IV: Research Findings and Discussion .....	60
A. Research Findings.....	60
1. The Needs Analysis .....	60
2. The Course Grid.....	73
3. The Unit Design.....	73
4. The First Draft of Materials .....	74
5. The Expert Judgment .....	75
B. Discussion.....	103
CHAPTER V: Conclusions and Suggestions.....	108
A. Conclusions .....	108
1. Target Needs .....	108
2. Learning Needs .....	109
3. The Appropriate English Speaking Materials for Students of International Accounting Education Study Program .....	111
B. Suggestions .....	112
1. Material Developers.....	112
2. ESP Teachers .....	113
References .....	115
APPENDICES .....	118
APPENDIX A: The Needs Analysis Questionnaire .....	119
APPENDIX B: The Results of the Needs Analysis Questionnaire .....	127
APPENDIX C: The Course Grid .....	137
APPENDIX D: The First Draft of the Materials.....	151
APPENDIX E: The Description of the Units of Materials .....	210
APPENDIX F: The Expert Judgment Questionnaire.....	230
APPENDIX G: The Results of the Expert Judgment Questionnaire .....	248
APPENDIX H: The Final Draft of the Materials.....	256

## **LIST OF TABLES**

Table 3.1. Data Conversion by Suharto (2006: 52-53)
Table 4.1. The data of the Target Needs (Necessities)
Table 4.2. The data of the Target Needs (Lacks)
Table 4.3. The data of the Target Needs (Wants)
Table 4.4. The Data of the Learning Needs (Listening Input)
Table 4.5. The Data of the Learning Needs (Speaking Input)
Table 4.6. The Data of the Learning Needs
Table 4.7. The Data of the Learning Needs (Procedures)
Table 4.8. The Data of the Learning Needs (Procedures)
Table 4.9. The Data of the Learning Needs (Procedures)
Table 4.10. The data of the Learning Needs (Procedures)
Table 4.11. The Data of the Learning Needs (Setting)
Table 4.12. The Data of the Learning Needs (Teacher Role)
Table 4.13. The Data of the Learning Needs (Learner Role)
Table 4.14. The Appropriateness of the Content of Unit 1
Table 4.15. The Appropriateness of the Language of Unit 1
Table 4.16. The Appropriateness of the Presentation of Unit 1
Table 4.17. The Appropriateness of the Lay-Out of Unit 1
Table 4.18. The Revision of Unit1
Table 4.19. The Descriptive Statistics of Materials Expert Evaluation of Unit 1
Table 4.20. The Appropriateness of the Content of Unit 2
Table 4.21. The Appropriateness of the Language of Unit 2
Table 4.22. The Appropriateness of the Presentation of Unit 2
Table 4.23. The Appropriateness of the Lay-Out of Unit 2
Table 4.24. The Revision of Unit 2
Table 4.25. The Descriptive Statistics of Materials Expert Evaluation of Unit 2
Table 4.26. The Appropriateness of the Content of Unit 3
Table 4.27. The Appropriateness of the Language of Unit 3
Table 4.28. The Appropriateness of the Presentation of Unit 3
Table 4.29. The Appropriateness of the Lay-Out of Unit 3
Table 4.30. The Revision of Unit 3
Table 4.31. The Descriptive Statistics of Materials Expert Evaluation of Unit 3
Table 4.32. The Appropriateness of the Content of Unit 4
Table 4.33. The Appropriateness of the Language of Unit 4
Table 4.34. The Appropriateness of the Presentation of Unit 4
Table 4.35. The Appropriateness of the Lay-Out of Unit 4
Table 4.36. The Revision of Unit 4
Table 4.37. The Descriptive Statistics of Materials Expert Evaluation of Unit 4

## **LIST OF FIGURES**

Figure 2.1. Model X of a Course Design Proposed by Masuhara (in Tomlinson, 1988: 247)

Figure 2.2. Framework of Task-Based Language Teaching by Willis

Figure 2.3: Diagram of Tasks Simple Model by Nunan

Figure 3.1. Designing course steps by Masuhara (in Tomlinson, 1998: 247)

Figure 3.2. Research Procedure

Figure 4.1: The Unit Design



## **LIST OF APPENDICES**

- APPENDIX A: The Needs Analysis Questionnaire
- APPENDIX B: The Results of the Needs Analysis Questionnaire
- APPENDIX C: The Course Grid
- APPENDIX D: The Descriptions of the Units of Materials
- APPENDIX E: The First Draft of the Materials
- APPENDIX F: The Expert Judgment Questionnaire
- APPENDIX G: The Results of the Expert Judgment Questionnaire
- APPENDIX H: The Final Draft of the Materials

**DEVELOPING ENGLISH SPEAKING MATERIALS FOR ENGLISH  
TUTORIAL PROGRAM OF INTERMEDIATE LEVEL STUDENTS OF  
INTERNATIONAL ACCOUNTING EDUCATION STUDY PROGRAM AT  
THE CENTRE FOR LANGUAGE DEVELOPMENT OF  
YOGYAKARTA STATE UNIVERSITY**

**By:**

**Reni Nastiti**

**09202241004**

**ABSTRACT**

The aims of this research were (1) to identify the target needs and learning needs of the intermediate level students of International Accounting Education study program of Yogyakarta State University and (2) to develop English speaking materials for English Tutorial Program of intermediate level students of International Accounting Education study program at the Centre for Language Development of Yogyakarta State University.

This research was a Research and Development (R&D) study. The steps of the research were conducting the needs analysis, writing the course grid, developing the first draft of materials, consulting the first draft of materials to the experts, and revising and developing the final draft of materials. There were two types of questionnaires used in this research. The first questionnaire was the needs analysis questionnaire, distributed to the students to identify their target needs and learning needs. The second one was the materials expert evaluation questionnaire to assess the appropriateness of the developed materials. The data was then analyzed in the form of percentage and mean. The result of the materials evaluation was analyzed using descriptive statistics.

The result of this research is four units of materials. Each unit of the materials consists of introduction, main lesson, and reinforcement part. The introduction part consists of the unit title and learning objectives. The main lesson part consists of *Pre-Task*, *Task Cycle*, and *Language Focus*. It has 13 tasks focusing on improving students' listening and speaking skills where most of the tasks are done in pairs. The types of tasks are mostly listening to recordings, determining *true-false* statements, answering W/H questions, acting out dialogues, and making dialogues. The reinforcement part consists of reflection and vocabulary list. Based on the results of the experts' judgment questionnaire, the content, language, presentation, and lay-out of the developed materials are appropriate. The mean score of all aspects was 4.34, categorized as very good. This suggests that the developed materials are appropriate to be used in English Tutorial Program.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The term *world-class university* has currently become a recognizable phrase. It is not simply because it represents excellence in teaching and research, but more importantly because it also signifies university's capacity to compete in global education era. To define what world-class universities have that regular universities do not possess, some experts have identified a number of basic features, such as highly qualified faculty, excellence in research, quality teaching, high levels of government and nongovernment sources of funding, international and highly talented students, academic freedom, well-defined autonomous governance structures, and well-equipped facilities for teaching, research, administration, and (often) student life (Altbach 2004; Khoon et al. 2005; Niland 2000, 2007).

The establishment of a world-class university requires, strong leadership, a bold vision of the institution's mission and goals, and a clearly articulated strategic plan to translate the vision into concrete targets and programs. Universities that aspire to better results engage in an objective assessment of their strengths and areas for improvement, set new stretch goals, and design and implement a renewal plan that can lead to improved performance. By contrast, many institutions are complacent in their outlook, lack an ambitious vision of a better future, and continue to operate as they have in the past,

ending up with a growing performance gap compared with that of their national or international competitors (Salmi, 2009).

At this time, Yogyakarta State University is moving toward world-class university. The road map for the establishment of the world-class university is clear. English comprehension of both the students and lecturers is one of the important elements to establish a strong international university. Therefore, Yogyakarta State University already has implemented some international study programs using English language in learning activities.

Faculty of Economics and Faculty of Mathematics and Science of Yogyakarta State University offer international study programs, i.e. International Accounting Education, International Mathematics Education, International Science Education, International Physics Education, International Biology Education, and International Chemistry Education. The existence of these international study programs is one of the tangible ways to be a world-class university. However, the presence of these six international study programs is not enough to achieve the position as a world-class university even though English is used as the main language to communicate in the academic context by both lecturers and students.

As a main language instruction, speaking in English is important and essential skills that must be mastered in order to be better in sending and receiving information between students and lecturers or students and students. By having a good speaking skill, they can carry out conversation with others, give ideas and exchange information. To speak in English better is not



something that can only be taught and learned, but it is used as a habit. The frequency in using English will give the students and lecturers more opportunities to improve their speaking skill.

Above all, however, the frequency of speaking in English does not make the students have a good command of speaking English. Based on the interview held by the researcher, students of one of those international study programs i.e. International Accounting Education lack aspects in speaking English such as limited number of vocabulary and incorrect use of grammar. Although most of the time in their class they use English as the main language to communicate with others, they are, however, incompetent even in communicating simple and basic sentences through English. They hesitate a lot due to the uncertainty and being afraid of making mistakes. Their level of proficiency in speaking English can be categorized in the beginner level and in the pre-intermediate level. This fact is apprehensive owing to the fact that as students of international study programs, they have to comprehend English properly.

To facilitate students of international study programs, starting from the academic year of 2012/2013, the Centre for Language Development has designed an English program, English Tutorial Program, for the 4<sup>th</sup> semester students of international study program focusing on improving their speaking skills. This program aims to give students of international study programs more opportunities to practice and improve their English speaking ability used in their daily and academic communication

English Tutorial Program held by the Centre for Language Development has sixteen meetings. The learning process is conducted informally in the classroom, the students spend most of their time sitting together, discussing and doing activities in the coursebook prepared by the tutor. In each meeting they discuss one unit of the materials. The activities are mostly done in pairs. Firstly, the students listen to dialogues in the recording and accomplish some activities based on the recording. After that, they do some speaking activities by acting out dialogues. They sometimes play games during the remaining time as well. The games are designed to demand the students to speak a lot.

Since English Tutorial Program for students of international study programs is the new program in Yogyakarta State University, relevant English materials are needed to conduct better speaking activities. To cope with the lack of relevant English materials used in this program, the tutors should develop English learning materials that are suitable to the students' fields. However, it is not an easy thing for the tutors to develop the materials due to some reasons such as limited time and insufficient resources. Thus, this study is designed to develop English speaking materials which can be used by the participants of English Tutorial Program at the Centre for Language Development of Yogyakarta State University.

## **B. Identification of the Problems**

As a new program, English Tutorial Program needs English speaking materials to conduct the English speaking activities effectively. The materials need to be based on the students' needs, interests, and level of proficiency. The more appropriate materials, the better source of learning experiences for students. They should be able to facilitate interaction among students and tutors or students and students during the speaking activities. Students also need materials that can broaden their learning experiences in improving their speaking skill. The materials needed in English Tutorial Program include coursebooks, textbooks, multimedia materials, modules, tutor-developed/adapted/made materials, and other supplementary materials.

Due to the fact this is the first year to run English Tutorial Program for students of international study programs, English speaking materials used in this program are only in the form of coursebooks developed by the tutors, who are students of English Education Department, and the lecturers of English Education Department of Yogyakarta State University. There are three different coursebooks for three study programs. Those are International Accounting Education, International Mathematics Education, and International Science Education. International Science Education consists of International Science Education, International Chemistry Education, International Physics Education, and International Biology Education. The materials are compiled from such resources as English speaking books and websites. They consist of materials needed by the students to communicate in daily and academic

contexts. The themes and topics are developed based on what students are interested in and the language functions provided are also those which are students have not comprehended well yet. The units are designed from the easier to more difficult language functions to make the students learn in an easier and effective way.

Other materials which can be used in conducting speaking activities such as textbooks, multimedia materials, modules, tutor-developed/adapted/made materials, and other supplementary materials designed for participants of English Tutorial Program are not available. The only kind of materials which are in the form of coursebooks will be used by tutors during the English Tutorial Program activities. The developed coursebooks also do not cover all language functions which are needed by students. Even though there are many English speaking materials available, those materials are not appropriate to be used by students of international study programs since they come from specific study programs. They need materials which have been adjusted to suit their needs. The students have their own learning needs and there is no certain coursebook can possibly supply these satisfactorily. The topics dealt with in those available materials may also not necessarily be relevant or interesting for the students. Furthermore, using only one coursebook is confining since its set structure and sequence may inhibit the tutors' initiative and creativity, and lead to boredom and lack of motivation on the part of the students. Hence, the researcher aims to develop English speaking materials that can be used by the



students of international study program to practice and improve their speaking skill in the daily and academic contexts.

### **C. Limitation of the Problems**

The limited number of provided materials to give students more opportunities to speak in English both in academic and daily contexts identified in the previous section is the reasons of conducting this research. Many kinds of materials are needed to be developed.

Conducting a research covering things stated previously, however, will be a long and hard work and, therefore, will not be feasible for the researcher. Concerning that the researcher has limited time, this research will focus on developing speaking materials for intermediate level students of International Accounting Education Study Program that will be based on their needs and level of proficiency.

#### **D. Formulation of the Problems**

Based on the limitation of the problems above, the problems are formulated as follows:

1. What are target needs of students of International Accounting Education Study Program in learning English in English Tutorial Program?
2. What are learning needs of students of International Accounting Education Study Program in learning English in English Tutorial Program?
3. What are appropriate speaking materials for students of International Accounting Education Study Program used in English Tutorial Program?

#### **E. Objectives of the Research**

In line of the formulation of the problem, the objectives of this research are:

1. to identify target needs of students of International Accounting Education Study Program in learning English in English Tutorial Program,
2. to identify the learning needs of students of International Accounting Education Study Program in learning English in English Tutorial Program,
3. to develop appropriate speaking materials for students of International Accounting Education Study Program used in English Tutorial Program.

## **F. Significance of the Research**

This research confers on following parties:

1. to other researchers who intend to develop speaking materials, the result of this study will be their reference as to what appropriate materials are like.
2. to material developers, the result of this study will encourage them to develop materials that are appropriate for the students' needs.
3. to the materials users, the result of this study will be useful for them as they need to have appropriate speaking materials based on their needs, wants, and their level of proficiency.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

Based on the objective of this study mentioned in Chapter I, that is to develop English speaking materials for English Tutorial Program of intermediate level students of International Accounting Education study program, this chapter deals with theories related to terms and issues engaged within the researcher's conceptual framework.

#### **A. Literature Review**

##### **1. Speaking**

###### **a. The Definition of Speaking**

Speaking is one of the two productive skills. There are many definitions of speaking that have been proposed by some experts in language teaching.

Brown (2001: 267) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as

gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

According to Hornby (1995:826), speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore, the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice.

From some definitions mentioned above, it can be concluded that speaking skill is always related to communication. Speaking can be stated as the skill to use the language to express meanings in order to transfer knowledge and information or carry out a conversation in a certain situation.

#### **b. Types of Classroom Speaking Performance**

There are six categories of oral production that are expected from learners in the classroom. They are imitative, intensive, responsive, transactional, interpersonal, and extensive (Brown, 2001: 271). The explanation for each of the categories is described in the following paragraphs.

The first type is imitative. Students copy how to pronounce a certain element of language form of the teacher or the tape recorder.

This type of activity is not focusing on the meaning, but on particular elements of the language, such as intonation and stress.

The second classroom speaking performance type is intensive. In this type, students can practice both phonological and grammatical form of language that can be done alone or in pairs, where they have to put a lot of effort to study a certain form of the language.

The next type is responsive. In this type of performance, the student gives a short reply to the comments or questions from the teacher or the other students.

In the transactional (dialogue), students have a dialogue to express or exchange specific information. While in the interpersonal (dialogue), students have a dialogue to maintain social relationships.

The last type is extensive (monologue). In this type, students perform oral monologue in the form of speeches, summaries, or reports. The monologues can be planned or impromptu.

It can be summarized that according to Brown, there are seven types of classroom speaking performances i.e. imitative, drilling, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). The speaking performances are those that the students are expected to carry out in the classroom. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

### **c. Classroom Speaking Activities**

Teaching speaking should be taught through attractive and communicative activities. Many of the classrooms speaking activities which are currently in use fall at or near the communicative end of the communication continuum. Harmer (2001: 271-274) states six classroom speaking activities as explained in the following paragraphs.

The first activity is acting form script. The students perform the speaking activity based on the script or scenario and the teacher plays the role as the director. Before asking them to perform the script in front of the class, the teacher has to give them time to practice. After that, the teacher chooses the first student who comes first, the second, the third and so on. While a student is performing the script, the teacher, as the director, controls the speed, stress, and intonation.

The second activity is communication games. Communication games are games designed to demand the students to talk to their pairs or partners to solve the games, for example solving the puzzle, arranging things into a good order, and find similarities or differences between pictures.

The next activity is discussion. Discussion can be planned or just happen in the middle of the lesson. Both kinds of discussion can be a productive activity if the teacher can encourage the students to speak and give their opinion in front of their friends by giving them familiar topic or topic they master.

Then, prepared talks is the next type of activity. Just like its name, prepared talks have to be prepared. Students are given a period of time to prepare a script of presentation on a topic of their own preference. However, when the students perform the presentation, they better speak from notes instead on the script.

The next activity is questionnaire. The students can make a questionnaire in any appropriate topic. While the students make it, the teacher helps them by being a resource. The results taken from the questionnaire then can be developed into prepared talks or discussions.

The last activity is simulation and role play. In this activity, the students pretend to be in a certain situation, whether being themselves or playing the role to be someone else. Then, the students use the language to participate in the situation.

It can be summarized that there are six speaking classroom activities, those are acting from a script, communication games, discussions, prepared talks, questionnaires, and simulation and role play. Those activities can be used by the teachers to teach speaking. Teachers can choose the activity related to the topic and objective of the lesson. However, they have to consider the other aspects as the classroom situation and students' conditions.



## **2. Spoken English for Accounting**

Ready or not, English is now the global language of business. More and more multinational companies are mandating English as the common corporate language in an attempt to facilitate communication and performance across geographically diverse functions and business endeavors. Traditionally, language plays a very important role in the life of people and in interpersonal relations. At the same time, language is not a mere means of communication. Instead, it is a complex system, which influences substantially culture, an individual's identity, how people perceive the surrounding world and themselves. In such a situation, the role of language in professional life of people is particularly significant. In this respect, it is worth mentioning the fact that many occupations imply the use of a very specific language, which is absolutely incomprehensible for non-professionals. In this regard, it is possible to refer to accounting as one of the fields where the role of language is particularly significant. On the other hand, it is necessary to remember that accounting is often defined as the language of business (Syme, Ireland, Dodds: 2012). In such a way, accounting proves to be closely intertwined with the language and, what is more, it even performs functions of the language in business.

On analyzing the relationship between language and accounting, it is primarily necessary to dwell upon the importance of language for accounting. In this regard, it should be said that accounting, as well as many other professional fields, has a very specific professional language.

Obviously, an individual who has never heard of accounting would be unable to understand a professional talk of accountants. Moreover, even professional linguists will hardly be able to understand adequately professional accounting terms. At the same time, the proper use of professional terms is crucial for accounting because it heavily relies on accuracy of accountants in all regards, especially professional terminology.

It proves beyond a doubt that a person, who is unable to use professional accounting terminology, will be unable to succeed in this field. Moreover, the language incompetence can lead to errors of an accountant. The latter can be a serious threat to the normal functioning of an organization, because, unlike some other fields, accounting does not admit the possibility of error because it deals with accurate, statistical data, which should be collected and processed accurately.

On the other hand, the relationship of accounting and language is not limited by professional terminology solely. In fact, communication, which is the primary function of language is of the utmost importance for accounting. Accountants have to interact with specialists working in different departments of an organization, taking different position in the organizational hierarchy. Naturally, in such a situation, they need to be able to communicate with all these people. Consequently, they need the language proficiency, which is an essential condition of an effective communication.

Finally, it is important to remember that accounting is the language of business. This means that accounting performs some functions of language, which are extrapolated from social life onto business. For instance, language is a complex system of linguistic rules and norms which allow people to communicate with each other, understand each other, exchange ideas and opinions and arrive to agreements on important issues related to different spheres of human life. Similarly, accounting performs similar functions in business because it is also a complex system which is used in business activities to maintain complex relationships between professionals and organizations and accounting keeps business in order.

Thus, it is possible to conclude that accounting and language are interdependent and spoken English language is essential in accounting.

### **3. English for Specific Purposes (ESP)**

#### **a. Definition of ESP**

Differences exist in how people interpret the meaning of ESP. Hutchinson and Waters (1987: 19) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Stevens (1988) describe it as English language teaching which is designed to meet specified needs of the learner. While others specified ESP as the teaching of English for academic studies, or for vocational or professional purposes, as opposed

to EGP, English for general knowledge and skills (Brunton, 2009; Carver, 1983; Hyland, 2006).

The aim of learning English is to make students able to communicate in English. English for specific purposes is English course for specific group of learners with specific situation and needs. Basturkmen (2010:17) says that ESP concerns in teaching language and communicative skill that specific group of language learners needs or will need to function effectively in their discipline of study, professions or workplaces. In line, Richards and Schmidt (2002:181) also state that English for specific purpose is the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. Beside, Dudley-Evans and St John (1998:3) state that the definition of ESP can be seen through two characteristics:

- 1) Absolute characteristics
  - a) ESP is designed to meet specific needs of the learner.
  - b) ESP makes use of the underlying methodology and activities of the disciplines it serves.
  - c) ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres that are appropriate to activities.
- 2) Variable characteristics
  - a) ESP may be related or designed for specific disciplines.

- b) ESP may use a different methodology from that general English in specific teaching situations.
- c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level.
- d) ESP is generally designed for intermediate or advanced learners, and
- e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

In contrast to students learning English for general purposes that is to pass a general examination as the primary goal, the goal of ESP students studying English is in order to carry out a particular role (Richards, 2001:28). In brief, ESP is the combination of subject matter and English language teaching, in order to make students able to apply what they learn in their English classes to their main field of study. ESP is an approach concentrated more on language in context than on teaching grammar and language structures. It integrates English into a subject matter area important to the learners. In other words, ESP enables students to use English that they learn in a meaningful context.

In conclusion, to achieve the goals of ESP, it should be considered the definition of ESP and the characteristic of ESP. ESP is teaching English for specific group of learners with specific needs

of English. As the characteristic of ESP, ESP is designed to meet the needs of the learners in specific teaching activities with different methodology from general English.

#### **b. The Roles of ESP Teachers**

ESP teaching is different from General English teaching. In ESP teaching, ESP teachers have different roles from General English teachers. Harmer (2001:57) classifies some of teachers' roles. He states that the roles of the teacher in a classroom are as a controller, organiser, prompter, resource, tutor and observer.

The first role of the teacher is as a controller. Controllers take the roll, tell students things, organise drill activities, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

The second role is teacher as an organizer. Having this role, the teachers organize the students to do various activities, give the students information, tell them how they are going to do the activity, put them in pairs or in groups, and close things down when it is time to stop.

The third role is the teacher as a prompter. Having this role, teachers adopt some kind of a "prompting" role, for example, when students are involved in a role-play activity, they lose the thread of what is going on, or they are lost of words, the teachers offer words or

phrases, suggest that the students say something or suggest what could come next in a paragraph the students is writing.

The next is that the teacher has a role as a resource. When the students ask the teacher how to write something or what a word or phrase means, and they want to know information when they are doing an activity, the teacher can be one of the most important resources they have.

The next teacher role is as a tutor. When the students are working on longer projects, for example writing or preparing for debate, the teacher works with individual or small group then act as tutor (combining the role of a prompter and resource)

The last role is the teacher as a observer. Having this role, the teacher can give the students useful group and individual feedback when she or he wants to observe what the students do.

In short, an ESP teacher should be able to facilitate students to learn in any kind of role. They can be controller, organizer, prompter, resource, tutor, or observer. The teacher roles in ESP are important aspects to be considered.

### **c. The Roles of ESP Learners**

The roles of learner in ESP teaching are various. Richard and Rodgers (2001: 235) identify some primary roles of learners that are implied by task work.

The first role of the learner is as a group participant. Many tasks will be done in pairs or small groups. For learners who are more accustomed to whole-class and/or individual work, this may require some adaptation.

The second role is learners as a monitor. In task-based language teaching, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to be designed so that learners have the opportunity to notice how language is used in communication. Learners themselves need to follow not only to the message in task work, but also to the form in which such message typically come packed.

The third role of the learner is as a risk-taker and innovator. Many tasks will require learners to create and interpret message for which they lack full linguistic resources and prior experience. Practice in restating, paraphrasing, using paralinguistic signal will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also need to be developed.

In short, learners in ESP teaching can have a role as group participant, monitor, ad risk-taker and innovator. Beside the definition and characteristics of ESP, learner roles in ESP are important aspects to be considered.



#### **d. Need Analysis**

An important principle of ESP approach is the purposes of the learners in learning the language. An ESP approach starts with an analysis of the learner's needs. Needs analysis is a systematic way of gathering information about learner's needs, interpreting the information and then making course decision based on the interpretation in order to meet the needs. As Richards and Schmidt (2002: 352) state, a needs analysis is the process of determining the needs for which learners require a language and make priority scale of need. The process is normally required before a syllabus can be developed for language teaching.

The needs analysis is defined as the analysis of students' needs of English in order to designed effective learning materials which are suitable for them. The effective learning materials, then, help the students to use the language in the vocational workplace. Basturkmen (2010:19) says that needs analysis in ESP refers to a course process in which the language and skill that the learners will use in the vocational workplace are identified by considering the existing knowledge of the learners, their perception of their needs and the teaching context. The information gathered from the needs analysis is used in determining and refining the content and method of the ESP course. In ESP, learner's needs are described in terms of what the learner will be able to do with the language at the end of the study (Richards, 2001:33).

Long (2005) mentions four reasons for performing needs analysis. Those are to determine the relevance of the material to the learners' situation, to justify the materials in terms of relevance for all parties concerned (learner, teacher, administration, parents), to account for differences in learner needs and styles, and to create a syllabus which will meet the needs of the learners as fully as possible within the context of the situation.

Hutchinson and Waters (1987: 55-63) classify the needs into the target needs and the learning needs. They are explored below.

### **1) Target needs**

The target needs refer to what the learners need to do in the target situation. The target needs include necessities, lacks and wants.

#### **a) Necessities**

Necessities refer to what the learners have to know in order to function effectively in the target situation (Hutchinson and Waters, 1987: 55).

#### **b) Lacks**

According to Hutchinson and Waters (1987: 55-56), the learners' lack is the gap between the target proficiency and the existing proficiency of the learners. It means that, what the learners know already should be recognized to decide which of the necessities the learners' lack.

c) Wants

The learners need to have a view of what they want or they need. The learners' motivation is important in the learning process, so learners' perceived wants cannot be ignored (Hutchinson and Waters, 1987: 57). Wants related to learners' desires.

**2) Learning needs**

Learning needs refer to what the learners need to do in order to learn. According to Hutchinson and Waters (1987: 60-62), learning needs indicates the route: how the learners are going to get from their starting point (lacks) to the destination (necessities). To have useful analysis of learners needs, the needs, potential and constraints of the route must be considered. In addition, the learners must choose their route according to the conditions of the learning situations, their knowledge, skills and strategies, and their motivation.

It can be concluded that the needs analysis plays an important role in refining the ESP course. The needs analysis is an important pre-course design process in which information is gathered to help the teacher or course developer decide what the course should focus on, what content in terms of language or skills to include and what teaching/learning methods to employ.

#### **4. Materials Development**

##### **a. The Nature of Materials**

Most of people consider that the term of ‘language-learning materials’ is coursebook. However, the language-learning materials are more than it. Materials are a set of product used in language teaching and learning. Materials can be in the form of newspapers, workbooks, photocopied exercises, etc. Materials refer to anything which is used by the teachers or learners to facilitate the learning of a language that is able to improve the students’ knowledge and experience of the language. (Tomlinson, 1998: 2).

Materials are an important element within the curriculum and the most tangible and visible aspect of it (Nunan, 1991: 208). This is in line with Richards’ (2001: 251) statement that instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom.

Hutchinson and Waters (1987: 107) explain that good materials will contain interesting texts, enjoyable activities that engage the learners’ thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learners and teachers can cope with. They also state that good materials should provide a clear and coherent unit structure, which will guide teachers and learners through various activities in such a way as to maximize the chance of learning.

From the explanation above, it can be concluded that materials are everything used by teacher or learners in the teaching and learning process that give learners opportunities to practice the language and improve their language knowledge. Effective learning materials should meet the needs of the learners, help them to develop their confidence, equip them to use the language effectively, facilitate them in learning process and give them opportunities to use the language. In developing effective learning materials, there are many aspects that should be considered, such as criteria and characteristics of effective learning materials.

#### **b. Principles of Materials Development**

There are sixteen principles that Tomlinson (1998:7-21) proposes to develop effective learning materials. These principles are briefly outlined in the following section.

Materials should achieve impact. Impact is achieved when materials have a noticeable effect on learners, that is when the learners curiosity, interest, and attention are attracted. If this is achieved there is a better chance that some of the language in the materials will be taken for processing .

Materials should help learners to feel at ease. Materials can help learners to feel at ease in many ways, for example, texts and illustrations rather than just texts, texts that the learners can relate with their own

culture than those that are culturally bound, materials that include examples rather than without, and many others.

Materials should help learners to develop confidence. Quoting Dulay, Burt, and Krashen (1982), Tomlinson (1998: 9) says that relaxed and self-confident learners learn faster. Many learners feel relaxed and self-confident if they think that the materials they learn are not too difficult but just one step further or more difficult than they master.

What is being taught should be perceived by learners as relevant and useful. In ESP, teachers of English can easily select materials that are relevant to the specific choice of topics and tasks that the learners are also learning in their field of study, therefore, the materials they learn must be relevant and useful.

Materials should require and facilitate learner self-investment. Materials that enable the learners to be interested in them, that can draw their attention, and that can attract them to learn the materials will facilitate them to learn the materials by themselves.

Learners must be ready to acquire the points being taught. To acquire the points being taught, the materials learned should be  $i + 1$  in which  $i$  represents what has already been learned and  $1$  represents what is available for learning. According to Krashen (1985), each learner will only learn from the new input what he or she is ready to learn.

Materials should expose the learners to language in authentic use. A lot of teaching/learning materials can provide exposure to authentic

input through the instructions, advice they give for the activities and the spoken and the written texts included in the materials. The learners attention should be drawn to linguistic features of the input. These linguistic features should not become the main focus in the materials but the learners should be made aware that linguistic features.

Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. After learning the materials, learners should be given opportunities to practice the language they have learned for communication in real life situation not just practicing it in the classroom controlled by the teacher.

Materials should take into account that the positive effects of instruction are usually delayed. In order to facilitate the gradual process of learning or acquiring a language, it is important to give frequent and ample exposure to the instructed language features in communicative use.

Materials should take into account that learners differ in learning styles. Not all learners have the same learning styles. Language learning styles include visual, auditory, kinaesthetic (e.g. the learner prefers to do something physical, such as following instructions), studial (e.g. the learner likes to pay conscious attention to the linguistic features of the language and wants to be correct), experiential, analytic, global, dependent and independent.

Materials should take into account that learners differ in affective attitudes. Learners' attitudes vary in types and times. Ideal learners will need strong and consistent motivation, positive feelings towards the target language, their teachers, their fellow learners, and the materials they are learning. Realizing this fact, materials should provide choices of different types of texts and types of activities.

Materials should permit a silent period at the beginning of instruction. The silent period is used to facilitate the development of an effective internalized grammar and other language elements which can help learners to achieve proficiency.

The other possible extension of the principle of permitting silence is to introduce most new language points through activities which initially require comprehension before production.

Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities. This principle means that materials which encourage the learners to learn the same lesson involving different cerebral processes and different states of consciousness in many different parts of the brain will maximize recall.

Materials should not rely too much on controlled practice. This principle is intended to state that it is still controversial to say that controlled practice activities are valuable. The statements which state that most spontaneous performance is attained by dint of practice (Sharwood-



Smith, 1981) and automaticity is achieved through practice (Bialystok, 1988) have no evidence. However, many researchers agree with Ellis saying that controlled practice appears to have little long term effect on the accuracy with which new structures are performed (Ellis, 1990:192) and has little effect on fluency (Ellis and Rathbone, 1987). Yet, controlled grammar practice activities still feature significantly in popular coursebooks and are considered useful by many teachers and by many learners.

Materials should provide opportunities for outcome feedback. Feedback which is focused on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. In relation to this, materials developer has to be sure that language production activities have intended outcomes other than just practicing language.

Those principles of materials development above are those that the teachers or materials developers should be aware of when they are developing materials.

### **c. Materials Design Model**

The way materials organized and presented as well as the types of content and the activities will help to shape the students' view of the target language (Nunan, 1991: 210). Nunan also offers the steps of materials design as follows.

- 1) Select the topic
- 2) Collect data
- 3) Determine that students will need to do in relation to the texts
- 4) Create activities focusing on language elements
- 5) Create activities focusing on learning skills/strategies
- 6) Create application task

There are three approaches to course design i.e. language-centred approach, skill-centred approach, and learning-centred approach (Hutchinson and Waters, 1987: 73). In relation to this, Masuhara (in Tomlinson, 1998: 247) says that the sequence of course design recommended by experts can be summarized as the linear Model X as follows.

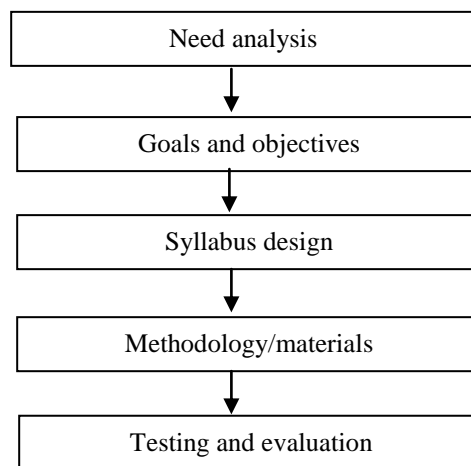


Figure 2.1. Model X of a Course Design Proposed by Masuhara (in Tomlinson, 1988: 247)

The model above can be used by teachers or materials developers to develop materials.

#### **d. Materials Evaluation**

Materials evaluation is one of steps in developing materials. The evaluation of teaching materials is closely related to students' motivation and their needs, thus affecting the effectiveness of the course. According to Dudley-Evans and St. John (1998), evaluation in ESP situations is concerned with the effectiveness and efficiency of learning; with achieving the objectives. It encompasses both assessment and evaluation of students' achievements, as well as reaching the goals and objectives of the course. Materials should assist achieving the goals and objectives and correspond to the criteria for their selection.

Lynch (1996: 2) defines evaluation as the systematic attempt to gather information in order to make judgements or decisions. Harmer (2001) sees a distinction between evaluation and assessment. He states that the assessment of a coursebook is an out-of-class judgement as to how well a new book will perform in class. Coursebook evaluation, on the other hand, is a judgement on how well a book has performed in fact (p. 301).

Materials evaluation has been defined by Tomlinson (2003: 15) as a procedure that involves measuring the value (or potential value) of a set of learning materials. An evaluation focuses largely on the needs of the

users of the materials and makes subjective judgements about their effects. An evaluation might include questions such as ‘Do the reading texts sufficiently engage learners?’, which elicit responses containing a necessarily subjective value judgement. Evaluations can be carried out pre-use, in-use or post-use.

Cunningsworth (1995) in Richards (2001: 258) suggests four criteria for evaluating materials especially textbooks. Firstly, they should correspond to learners’ needs and they should match the aims and objectives of the language learning program. Secondly, they should reflect the uses (present or future) that learners will make of the language. Thirdly, they should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid ‘method’. The last, they should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

To sum up, materials evaluation helps an ESP teacher to adjust the teaching materials to the learners’ needs and their level of proficiency, as well as to keep them motivated. An ESP teacher has three options in adjusting the coursebooks to the needs of the learners: first, to omit the texts and tasks or to supplement them; second, to offer changes to the coursebooks s/he uses, or, third, even to develop new materials if students’ needs are very special.

## **5. Task-Based Language Teaching**

### **a. Definition of Task**

Materials should be designed to lead a communicative task in which learners use the content and language knowledge they have. A task becomes a primary focus in a unit.

Tasks hold a central place both in current second language acquisition research and in language pedagogy (Ellis, 2003). Richards and Schmidt (2002:539) say that task is an activity which is designed to help achieve a particular learning goal. It can be defined as an activity or action that is carried out as the result of processing or understanding language. In line, Breen (1987) in Nunan (2004:3) states that tasks refer to a range of work plans which have particular objective, appropriate content, a special working procedure, and facilitate language learning from the simple and brief exercise type to more complex activities. Beside, according to Nunan (2004:4), task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is convey meaning rather than to manipulate form.

In brief, a task is an activity in which students use language to achieve a specific outcome. Although definitions of task vary in Task-

Based Language Teaching, there is a common understanding that a task is an activity or goal that is carried out using language.

#### **b. Principles of Task-Based Language Teaching**

Developing tasks should employ appropriate principles. Nunan (2004, 35-38) enumerates seven principles for planning task-based lesson, i.e. scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. The explanation of each principle is explained in the paragraphs below.

The first principle is scaffolding. By scaffolding, it means that learners need to have sufficient language to complete the tasks. Since the learners focus on meaning when carrying out a task, teachers may need to build extra support into the classroom materials to provide learners with specific language forms and vocabulary that they are likely to need in carrying out the given task. Although learners do not produce language, they do actively use the scaffolding's forms in context to perform the task.

The second principle is task dependency. Task dependency refers to the organization and sequencing of tasks. Ideally, one task grows out of another. Thus, the ability to complete Task B depends on the successful completion of Task A.

The next principle is recycling. By recycling, it can be seen that a series of tasks should cluster around some theme. In completing such

clustered tasks, students will maximize their opportunities for learning because some set of targeted language forms (e.g. a vocabulary cluster, a certain grammar structure) is likely to occur regularly.

The next principle is active learning. Teachers should be aware of that tasks are unit of works, and should thus be structured to have learners do something.

Integration is the next principle for task-based language teaching. While performing tasks, students should have the opportunity to realize the relationships between linguistic form and communicative function and semantic meaning.

The next principle is reproduction to creation. Following widely accepted notions that learners need to comprehend input and make form-meaning connections before they can produce the target language for communicative purposes, teachers have to sequence tasks in ways that move from reproduction activities to production activities where learners create with the language.

The last principle is reflection. It is recommended that learners should have opportunities to reflect on what they have learnt and how well they are learning it.

The seven principles above are the principle of the successful deployment of task-based language teaching.

### **c. A Framework of Task-Based Learning**

Task-based learning refers to an approach based on tasks as a core unit of planning and instruction in language teaching. It is considered as a logical development of Communicative Language Teaching since many of its principles formed part of the communicative language teaching (Willis: 1996).

The components of task-based learning can be summarised in the following, which illustrates the different basic stages of task-based methodology according to Willis (1996: 52).

#### **1) Pre-task**

Pre-tasks are usually not mentioned explicitly. Sometimes one can find questions in the topic book or activity book or some preactivity is described in the Teacher's Notes. However, teachers need to think in detail about how they can prepare their students for the main activity in a lesson, the task cycle.

In the Pre-task stage, the teacher introduces and defines the topic, uses activities to help students recall/learn useful words and phrases and ensures students understand task instructions. The students may play a recording of others doing the same or a similar task, note down useful words and phrases from the pre-task activities and/or the recording and may spend a few minutes preparing for the task individually.



## **2) Task cycle**

During the Task cycle stage, the students carry out the task in pairs or small groups while the teacher monitors from a distance. This cycle gives them speaking and writing contact with opportunities for students to learn from each other. The learners then plan how they will tell the rest of the group what they did and how it went, and then they report on the task either orally or in writing, and compare notes on what has happened. The task cycle also gives students opportunities to use whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter as long as the meaning is clear) and in public (where there is an included need to make every effort for correctness of form and meaning, so as not to lose face). This cycle has three essential phases and one further optional phase.

### **a) Task**

The teacher acts as monitor and encourages students while the students do the task in pairs/small groups. I may be based on a reading/listening to text. Students begin by carrying out a communication task, using whatever language they already have, in pairs or groups. A task is a goal-oriented activity in which learners achieve a real outcome. According to Willis, (1996, 149-154), there are six main types of task:

- (1) Listing (e.g. fact-finding)
- (2) Ordering and sorting (e.g. sequencing items, actions or events, categorizing and classifying items)
- (3) Comparing (e.g. matching, finding similarities and differences)
- (4) Problem solving (e.g. real life problems, completion task)
- (5) Sharing personal experiences (e.g. telling past experience)
- (6) Creative tasks (e.g. having projects)

Grammar exercises, practice activities are examples of activities which are not tasks. Tasks have a specific objective that must be achieved in a given time. Learners are free to choose whatever language forms they like to achieve the goal of the task. The emphasis is on meaning rather than form. The teacher monitors discreetly and does not correct errors.

Closed tasks are highly structured with specific goals and relatively predictable language forms. Open tasks are less structured with less specific goals and less predictable language forms.

At this stage, the teacher monitors and encourages attempts to communicate meaning in the target language. While helping students to formulate what they want to say, the teacher does not correct errors. The emphasis is on spontaneity and fluency.

b) Planning

Having completed the task, students prepare to report on the outcome to the class how they did the task and what they discovered/decided. Now the emphasis is on organisation and accuracy. The teacher ensures the purposes of the report is clear, advises students on language and helps them correct any errors they make during this phase.

c) Report

The students present their spoken reports to the class, or circulate/display their written reports. Some or all of the groups report briefly to the whole class. The others listen in order to compare findings or conduct a survey. The teacher may rephrase but not correct the language. The teacher also acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports, and give brief feedback on content and form and may play a recording of others doing the same or a similar task.

**3) Language focus**

According to Willis (1996), the language focus consists of a sequence where language which has been used during the pre-task and the task-cycle is analysed and a sequence where the students practise the language which they looked at during the analysis. In the

Language focus stage, the learners observe and talk about exact features of any listening or reading text which they have looked at for the task and the teacher may present some form of preparation of specific language features which the task has provoked.

a) Analysis

The students focus on form and ask questions about language features. They do consciousness-raising activities to identify and process specific language features from the task text and/or transcript and may ask about other features they have noticed. The teacher reviews each analysis with the class, brings other useful words, phrases, and patterns to students' attention and may pick up on language items from the report stage.

b) Practice

The students practice words, phrases and pattern from the analysis activities, practice other features occurring in the task text or report stage and enter useful language items in their language notebooks. The teacher conducts practice activities after analysis activities where necessary, to build confidence.

In conclusion, task-based language teaching can be seen as both a refinement of communicative language teaching (CLT) as well as a reaction to the use of form-focused models such as PPP. The

framework of task-based language teaching proposed by Willis (1996) is summarized in the figure below.

<b>Pre-Task Phase</b>		
Teacher introduces topic and task		
<b>Task Cycle Phase</b>		
<b>Task</b>	<b>Planning</b>	<b>Report</b>
Students carry out the task	Students plan how to report on task outcome	Students report back to class
<b>Language Focus Phase</b>		
<b>Analysis</b>		<b>Practice</b>

Figure 2.2. Framework of Task-Based Language Teaching by Willis

#### d. Component of Task

A task consists of some components. According to Nunan (2004: 41-56), the task is analyzed based on task components i.e. goals, input data, procedures, settings and roles. The explanation of each component will be explained in the paragraphs that follow.



Figure 2.3: Diagram of Tasks Simple Model by Nunan

The first component of task is goal. Goals are the intentions behind any given learning task. They may relate to a set of general

outcomes i.e. communicative, affective or cognitive or may directly describe teacher or learner behaviour.

The second component is input. Input refers to the spoken, written and visual data that learners work with in the course of completion a task. It can be provided by a teacher, a textbook or some other source such as newspaper, memo note, magazine, recipe, diary, etc. The input relates to authenticity and in this context, it refers to the use of spoken and written material that has been produced purposes of language teaching. Given the variety of these resources, it should be possible for teachers to select authentic written texts that are appropriate to the needs, interests and proficiency levels of their learners.

The third component is procedures. Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection, some issues are worth considering. One of these is authenticity. Candlin and Edelhoff (1982) cited in Nunan (2004:53) point out that the authenticity involves much more than simply selecting texts from outside the area of language teaching, and that the processes brought to bear by learners on the data should also be authentic. The other way of analyzing procedures is in terms of their focus or goal. They are basically concerned with skill getting or skill using. In skill getting, learners master phonological, lexical and grammatical forms through memorization and manipulation. In skill using, they apply these skills in communicative interaction. The

third way of analyzing learning procedures is focused on the learner in developing accuracy and fluency. Brumfit (1984) cited in Nunan (2004:56), states that accuracy and fluency are not opposites, but are complementary.

The next component is teacher and learner roles. Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants.

The last component is setting. Setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. There are two different aspects of the learning situations. They are mode and environment. Learning mode refers to whether the learner is operating on an individual or a group basis. Environment refers to where the learning actually takes place. It might be a conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre.

From the explanation of components of task above, it can be concluded that the starting point for task design should be the goals and objectives which are set out in the syllabus or curriculum guidelines. The next step is selecting or creating input for students to work with. The use of authentic input is a central characteristic of communicative tasks.

Then, how the input will be carried out should also be determined. It is also needed to be considered the role of the teacher and students, how they are expected to do in carrying out the activities in the classroom. The last, setting is required consideration.

**e. Developing Units of Materials**

The developed materials are put into some units. Units organize what students are going to learn in ways that help them learn. Teachers develop units that provide the basis of lessons. Units are frequently constructed around a theme, which supports a teacher's overall goal. Units also cover a large range of standard because they refer to a bigger learning picture than the lesson level. Units development begins with determining the scope, learning focus, and sequence for the units. The teachers as material developers should determine the scope, learning focus, and sequence first. The scope and the sequence are used to characterize the process of a unit that they designed. The scope of a unit involves the range of learning to be accomplished whether it involves combinations of knowledge, skill, or appreciation. It also determines what is to be learned (Shambaugh and Magliaro, 2006: 216).

According to Richards and Schmidt (2002: 570), a unit is a teaching sequence that is normally longer than a single lesson but shorter than a module and consists of a group of lessons planned around a single instructional focus. The unit provides a structured sequence of activities



that lead towards a learning outcome. Normally, a unit has a number of tasks or activities. The types of tasks and activities have to reflect the nature of language, language use, and language learning. They must be organized as an efficient basis for second language learning.

The rationale for the organization of the unit provides the sequence part of scope and sequence. The sequence specifies the order where the content is to be taught, usually across some conceptual or skill level and from simple to complex. The units and the lessons can be expressed by using themes to explain clearly the nature of the learning. Descriptive titles help the student to understand what the unit and the lesson talk about. Learning focus is the lessons that support the learning goals of units. In other words, learning focus is what the students will learn. The teachers can maintain this learning focus within each lesson by identifying a general focus for the units (Shambaugh and Magliaro 2006: 216).

The contents are determined by learners' specific needs. Sherris (2008) emphasizes that the content of the course should cover academic language, knowledge, and skills within a content area. The academic language includes the concept, discourse, grammar, and key vocabulary. They are necessary to accomplish content-area tasks. These components need to be sequenced in order to achieve the learning outcome. How these components are selected, mixed, graded and sequenced is a way to start developing the unit.

It can be briefly concluded that a unit is set of materials developed based on a certain theme that contains activities or task to achieve the goal of the teaching and learning process. Some aspects are worth considering when the teacher develops a unit of materials. Those are the scope of the unit, the learning focus, and the sequence of activities.

#### **f. Procedures in Developing Units of Materials**

A good unit should have components that serve in sequence. In developing units of work. Nunan (2004: 31-35) proposes a six-step procedure as follows

The first step is schema-building. The step is employed to develop a number of exercises provided to introduce the topic, set the context for the task and introduce some vocabulary key and expression that the students will need in order to carry out the task.

The next step is controlled practice. This step is to provide students with controlled practice in using the target language vocabulary, structures and functions. In this step, the students would get to see, hear and practice the target language for the unit work. The type of the controlled practice extends the scaffold learning that was introduced in the previous step.

The third step is authentic listening practice. This step involves learners in intensive listening practice to expose them to the authentic or simulated conversation.

The fourth step is focus on linguistics elements. In this step, the students get to take part in a sequence of exercises in which the focus is on the linguistics elements. Before analyzing elements of the linguistics form, they have seen, heard and spoken the target language within context. It will make the learners easier to see the relationship between the communicative meaning and linguistic form.

Provide freer practice is the fifth step. It is time for the students to engage in freer practice. The teacher can encourage the students to not too strict with the script and do some innovation.

The final step in developing units of work is the introduction of the pedagogical task. Pedagogical task defines as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting the target language while their attention is focus on mobilizing their grammatical knowledge in order to express meaning, and in which the attention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand as a communicative act in its own right with a beginning, a middle, and an end.

It can be concluded that the consideration of developing units of work is a six-step element. It consist of schema-building exercise that

introduce students to the topic, controlled exercises that scaffold learners, then, students will hear authentic conversation in authentic listening activity, analyzing elements of linguistics system in focus in linguistics elements, manipulate language so that the students begin to draw closer to the discourse of normal conversation, and pedagogical task that introduce learners to the communicative act in the real world.

#### **g. Task Grading and Sequencing**

The content of learning materials is usually graded in a variety of ways. The materials developers should consider what to teach first, what second, and what last in the materials. They have to think about grading, sequencing, and integrating tasks in developing materials (Nunan, 2004: 113).

Richards, Platt, and Weber (1986) as cited in Nunan (2004: 113) describe grading as the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc are presented. It may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

The degree of complexity of the input is affected by grammatical factors. Overall, a text made up of simple sentences is likely to be simpler than one consisting of non-finite verb constructions and

subordinations. In addition, the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity will also affect the complexity degree of the input. A passage with headings and subheadings which is supported with photographs, drawings, tables, graphs, and so on should be easier to process. The comprehensibility of modified and unmodified versions of aural and written texts is also another factor worth considering. Simplification and elaboration are things commonly done to make input more comprehensible (Nunan, 2004: 114-116).

Regarding the procedural factors, the learners are required to perform on input data. With the increasing use of authentic texts, the trend has been to vary the difficulty level of the procedures themselves. The factors that determine the complexity of what learners have to do are relevance, complexity, amount of context provided prior to the task, possibility of language of the task, amount of help available to the learner, and follow up (Nunan, 2004: 122-124). The last factor is task continuity or dependency. It refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence (Nunan, 2004: 125).

## **B. Conceptual Framework**

Designing effective learning materials is the main focus of this study. Materials refer to anything which is used by the teachers or learners to facilitate the learning of a language to improve the students' knowledge and experience of the language (Tomlinson, 1998: 2). It is believed that effective learning materials should meet the needs of the learners, help students to develop their confidence, equip the learners to use the language effectively, facilitate learners in learning process, help learners to feel at ease, and provide learners with opportunities to use the target language to achieve communicative purposes.

In developing English learning materials for students of International Accounting Education study program, a number of factors are worth considering. English learning materials conducted in this study is for a specific purpose to fulfil their needs i.e. mastering English that is related to their speaking skill. Developing materials must be based on some related literatures and learners' needs. In this case, the students of International Accounting Education of Yogyakarta State University needs specific English knowledge, English for Accounting.

To develop the materials, this research has many steps; they are conducting need analysis, writing course grid, writing the first draft of the materials, getting experts' validation, and writing the final draft of the materials. To gather information about the learners' needs, Hutchinson and Waters (1987: 58) suggest a number of ways that are most frequently used,

namely questionnaire, interviews, observations, data collection e.g. gathering texts informal, consultation with parties, and others. In this research, the researcher uses questionnaire that is purposed for the students of International Accounting Education study program. The observation is done in the early stage. The researcher collected the information about the lack of materials. Therefore, the researcher tries to design English speaking materials to enable students have better speaking skills.

In order to facilitate the students of International Accounting Education learn English through English Speaking Club, the researcher will design English materials. Since the materials will be closely related to accounting that suit this attempt, the materials are called English for Specific Purposes (ESP). ESP is an approach to language learning which is based on the learners' needs. An ESP approach starts with an analysis of the learners' needs. Thus, a need analysis will be conducted prior developing materials to analyze the learners' needs, the learning needs, and the target needs.

The result of the need analysis will be used to determine the aims, objectives, input, kinds of activities the learners will be using the language for. This information, taken together, is used to design an effective unit design as the basis of developing effective materials. The materials should be developed as far as possible based on the principles of materials development and meet the characteristics of good materials. The materials will be in some units. Units organize what the students will learn in ways that help them learn. Units are constructed around a theme which supports a teacher's overall goal. The unit

has a number of tasks or activities. The types of tasks and activities have to reflect the nature of language, language use, and language learning. They must be organized as an efficient basis for second language learning. There are some components of task: goal, input, procedure, teacher and learner roles, and setting. Tasks should be arranged (graded and sequenced) in such a way that it can help the students to learn English easily and effectively. After the materials are developed, material evaluation, namely the empirical evaluation should be done. Finally, the output of this study is a set of English speaking materials for intermediate level students of International Accounting Education study program of Yogyakarta State University.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter highlights the research design, research subjects, research setting, research procedure, data collection techniques, research instruments, and data analysis techniques.

#### **A. Research Design**

This research is Educational Research and Development (R&D) study as the goal is to design an educational product which can be used effectively in educational programs. Educational Research and Development (Educational R&D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard (Gall, Gall and Borg (2003: 569). The term ‘product’ includes not only materials objects, such as textbooks, instructional films, and so forth, but it is also intended to refer to establish procedures and processes such as method of teaching or method for organizing instruction. It is important to analyze the need and validate the effectiveness of product in order to produce the product that can give good contribution in educational fields (Gall and Borg, 1983: 772).

## **B. Research Subject**

The 4<sup>th</sup> semester students of International Accounting Education study program of Yogyakarta State University were the subjects of this research. This study program was selected because as one of the six international study programs, International Accounting Education students had inadequate appropriate English speaking materials based on the field and level of proficiency of the students.

## **C. Research Setting**

The research was conducted from June 2013 up to February 2014 at Yogyakarta State University. The campus is located in Sleman District of the Province of Yogyakarta Special Territory.

## **D. Research Procedure**

Since this research aimed to develop English speaking materials for the 4<sup>th</sup> semester students of International Accounting Education study program of Yogyakarta State University, the research procedure of this research was adapted from Masuhara's model (in Tomlinson, 1998:247). Masuhara proposes five steps of designing course as explained in Figure 3.1. However, the researcher modified the model used in this research as explained in Figure 3.2.

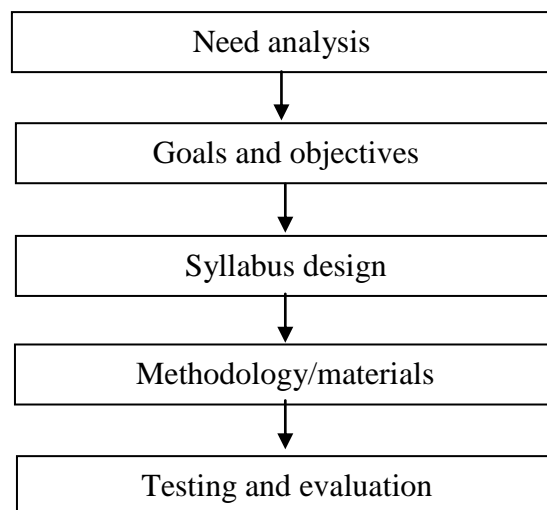


Figure 3.1. Designing course steps by Masuhara (in Tomlinson, 1998: 247)

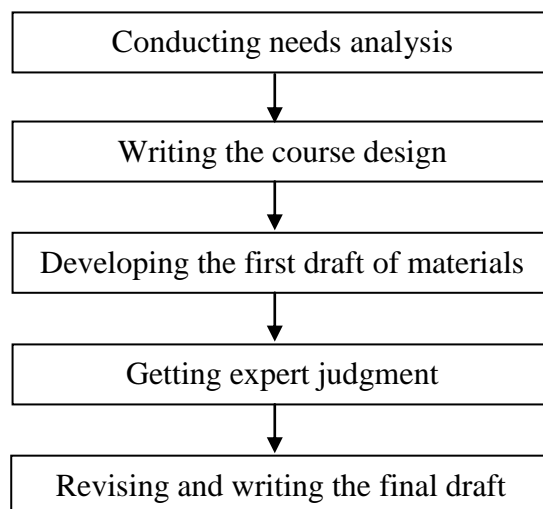


Figure 3.2. Research Procedure

### **E. Data Collection Techniques**

The data of this research were collected through questionnaire. The data collected through questionnaire are collected in two separated times. Firstly, the researcher distributed the need analysis questionnaire to get data about the

learners' needs. Secondly, after designing the materials, the researcher asks materials experts to fill in the questionnaire to get suggestions and comments about the materials developed.

## **F. Research Instruments**

The instruments used to get the data were two types of questionnaire. The first questionnaire, the need analysis questionnaire, aimed to get the data about the learners and learners' needs. This questionnaire was adapted from Hutchinson and Waters (1987) and Nunan (2004). The second questionnaire, experts' judgment questionnaire, aimed to get suggestions and comments about the materials developed from the expert of materials and expert of speaking. This questionnaire was adapted from *BSNP (Badan Standar Nasional Penilaian)*. The results of experts' judgment questionnaire were used to revise the first draft of the materials.

## **G. Data Analysis Techniques**

### **1. The First Questionnaire (Needs Analysis Questionnaire)**

Data from needs analysis questionnaire was analyzed through calculating the percentage of each answer on the questionnaire by following the formula of:

$$P (\%) = \frac{f}{N} (100)$$

Where: P : Percentage  
 $f$  : Frequency  
 $N$  : Total number of respondents  
 100 : Fixed number

The highest percentage of answers on each question is considered as the tendency of the students related to the condition.

## 2. The Second Questionnaire (Expert Judgment Questionnaire)

The second questionnaire uses *Likert-Scale* as the measurement. Then, the data resulted were converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006: 52-53). The indicator to measure is the Mean ( $x$ ). The means were calculated by using the formula of data conversion of

$$M(x) = \frac{\sum fx}{n}$$

Table 3.1. Data Conversion by Suharto (2006: 52-53)

Scales	Category	Interval of Mean
5	Very good	$4.20 < x \leq 5.00$
4	Good	$3.40 < x \leq 4.19$
3	Fair	$2.60 < x \leq 3.39$
2	Poor	$1.80 < x \leq 2.59$
1	Very Poor	$1.00 < x \leq 1.79$

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings and discussions of the research which was conducted from June 2013 to February 2014. The research findings include the needs analysis, the course grid, the unit design, the first draft of materials, the expert judgment, and the final draft of materials.

#### **A. Research Findings**

##### **1. The Needs Analysis**

Needs analysis is the first stage of this study. It consists of the description of target needs and learning needs. In the need analysis stage, the questionnaire was distributed to the students to know their target and learning needs. The questionnaire was in the form of multiple choice question and the students were allowed to choose more than one option. The highest percentage of the students' choices was considered as the students' needs. The needs analysis questionnaire can be seen in Appendix A and the results of the needs analysis questionnaire can be seen in Appendix B.

##### **a. Description of Target Needs**

###### **1) Necessities**

Necessities are considered to be what the learner has to know in order to function effectively in the target situation. Table 4.1 shows the necessities of the students in learning English in English Tutorial Program.

Table 4.1. The data of the Target Needs (Necessities)

Questions	n	f	%
1. My purpose in learning English through English Tutorial Program in the academic context is...			
a. to enable me to master more vocabulary items related to my study program so that I can communicate in English appropriately.	16	12	75%
b. to enable me to understand the use of grammar so that I can communicate with classmates and lecturers in English appropriately.	16	11	68.75%
c. to enable me to use and respond to expressions used in the academic context appropriately.	16	7	43.75%
d. Others...	16	0	0%
2. My purpose in learning English through English Tutorial Program in the daily life is...			
a. to enable me to master more vocabulary items related to my daily life so that I can communicate with people appropriately.	16	13	81.25%
b. to enable me to understand the use of grammar so that I can communicate with people appropriately.	16	12	75%
c. to enable me to use and respond to expressions used in the daily life context appropriately.	16	8	50%
d. Others...	16	0	0%
3. I need to improve my speaking skill so that in the future I can...			
a. continue my study abroad.	16	12	75%
b. do a job interview appropriately.	16	5	31.25%
c. communicate with my colleagues and customers appropriately.	16	8	50%
d. Others...	16	0	0%

For the academic need, 75% of the students learn English through English Tutorial Program because they want to master more vocabulary items related to their study program so that they can communicate in English appropriately, 68.75% of them want to

understand the use of grammar so that they can communicate with classmates and lecturers in English appropriately, while some want to use and respond to expressions used in the academic context appropriately.

For the daily life context, 81.25% of them want to master more vocabulary items related to their daily lives, 75% of them want to understand the use of grammar, and some students want to use and respond to the expressions used in the daily life so that they can communicate with people appropriately.

While for the future needs, 75% of the students need to improve their speaking skills so that they can continue their study abroad, 50% of them want to communicate with their colleagues and customer well, and a few of them want to do a job interview well.

## **2) Lacks**

Lacks are defined as the gaps between what the learner knows and the necessities. It can be concluded that the speaking skills proficiency of the students are mostly at the level of pre-intermediate, where they are able to communicate in the daily context and certain kind of discourse. Some of them are at the level of beginner, where they are able to communicate in the daily context only.

The students' lacks are described in the table below.



Table 4.2. The data of the Target Needs (Lacks)

Questions	n	f	%
4. So far, my speaking skills proficiency is at the level of...			
a. beginner, being able to communicate in the daily context.	16	5	31.25%
b. pre-intermediate, being able to communicate in the daily context and certain kind of discourse.	16	11	68.75%
c. intermediate, being able to communicate in any kinds of discourse.	16	0	0%
d. advanced, being able to communicate in any discourse fluently and accurately.	16	0	0%
5. The difficulty I have when listening to English texts is...			
a. I don't understand what the speaker is saying due to the limited number of vocabulary mastery.	16	12	75%
b. I don't understand the patterns (formulas of tenses) that the speaker is using.	16	8	50%
c. Others...	16	4	25%
6. When speaking English, I have difficulty in...			
a. expressing particular meaning due to the limited number of vocabulary mastery.	16	14	87.50%
b. expressing particular language functions.	16	8	50%
c. describing particular terms, especially terms in accounting.	16	5	31.25%
d. memorizing the patterns (formulas of tenses).	16	12	75%
e. Others...	16	0	0%

When listening to spoken English, the difficulty faced by 75% of the students is because they don't understand what the speaker is saying due to the limited number of vocabulary mastery. Half of them say it is difficult because they don't understand the patterns or tenses the speaker is using. Few of them mention other aspects, such as

because the speaker is speaking too fast so that the students do not understand the point of what the speaker is saying.

When speaking in English, 87.50% of the students find it difficult when they have to express particular meaning due to the limited number of vocabulary mastery. 75% of them find it difficult to memorize and use the patterns or formulas of tenses and 50% of them find it difficult to express particular language functions.

### 3) Wants

Wants are what the students wish to accomplish after learning.

Table 4.3 shows that the students mostly want to master vocabulary items, both general vocabularies and vocabularies related to accounting.

Table 4.3. The data of the Target Needs (Wants)

Question(s)	n	f	%
7. I learn English in English Tutorial Program to makes me...			
a. able to master vocabularies, both general vocabularies and vocabularies related to accounting.	16	14	87.50%
b. able to master grammar so that I can speak appropriately.	16	12	75%
c. able to use any kind of words, sentences, and expressions to communicate well.	16	8	50%
d. able to use formal or informal expressions to communicate well.	16	5	31.25%
e. Others...	16	0	0%

75% of them want to master grammar and 50% of them want to be able to use any kind of words, sentences, and expressions to communicate well.

## **b. Description of Learning Needs**

### **1) Input**

Input refers to the spoken, written, and visual data that learners work within the course of completing a task. The data of listening input chosen by the students are presented below.

Table 4.4. The Data of the Learning Needs (Listening Input)

<b>Questions</b>	<b>n</b>	<b>f</b>	<b>%</b>
8. For listening input, I wish to have...			
a. dialogue or monologue about situational conversation.	16	12	75%
b. dialogue or monologue related to the topic of the unit.	16	13	81.25%
c. dialogue or monologue taken from radio or television.	16	3	18.75%
d. dialogue and monologue taken from the internet.	16	8	50%
e. Others ...	16	0	0%
9. The length of listening input texts I wish to have is in the length of...			
a. < 2 minutes	16	5	31.25%
b. 2 minutes	16	10	62.50%
c. 3 minutes	16	12	75%
d. 4 minutes	16	8	50%
e. > 4 minutes	16	4	25%

For listening input, 87.25% of the students choose dialogue or monologue related to the topic of the unit. 75% of them choose

dialogue or monologue about situational conversation, and 50% of them choose dialogue or monologue taken from the internet. For the length of the listening input, most of the students want to have the text in the length of 2-3 minutes.

For speaking input, 87.50% of the students want dialogue related to the topic of the unit. 10 students or 52.50% of the students want dialogue about situational conversation. Few of them want dialogue taken from the newspaper, magazine, and the internet.

The data of the speaking input chosen by the students are presented below.

Table 4.5. The Data of the Learning Needs (Speaking Input)

Questions	n	f	%
10. For speaking input, I wish to have...			
a. Dialogue about situational conversation	16	10	52.50%
b. Dialogue related to the topic of the unit	16	14	87.50%
c. Dialogue taken from newspaper or magazine	16	5	31.25%
d. Dialogue taken from the internet	16	7	43.75%
e. Others...	16	0	0%

The topics of the units that the students want to have are business and finance, jobs in accounting, investment, and equipment in the office. The language functions that the students want to learn more are making, accepting, declining, and rescheduling an appointment, asking for and giving advice, asking for and giving explanation, and explaining procedure. In addition, 75% of the

students say that the availability of relevant pictures in the materials is very helpful.

The data of the topics of the units and language functions chosen by the students are presented below.

Table 4.6. The Data of the Learning Needs

<b>Questions</b>	<b>n</b>	<b>f</b>	<b>%</b>
11. The topics I wish to learn are (choose four)...			
a. economy	16	6	37.50%
b. company and organization	16	8	50%
c. currency and money	16	8	50%
d. business and finance	16	14	87.50%
e. investment	16	10	62.50%
f. jobs in accounting	16	12	75%
g. equipment in the office	16	9	56.25%
h. Others...	16	0	0%
12. Language functions that I want to learn are (choose four)...			
a. asking for someone's opinion and giving opinion	16	10	62.50%
b. asking for and giving explanation	16	11	68.75%
c. describing things and concepts	16	5	31.25%
d. making, accepting, declining, and rescheduling appointment	16	14	87.50%
e. making, accepting, and declining invitation	16	10	62.50%
f. explaining procedure	16	12	75%
g. asking for and giving advice	16	13	81.25%
h. asking for clarification and correcting someone	16	8	50%
i. discussing and presenting	16	6	37.50%
j. Others...	16	0	0%
13. I think the availability of relevant pictures in the materials is...			
a. very helpful.	16	12	75%
b. helpful.	16	4	25%
c. quite helpful.	16	0	0%
d. not helpful.	16	0	0%

## 2) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. Table 4.8 below shows the procedure chosen by the students.

Table 4.7. The Data of the Learning Needs (Procedures)

Questions	n	f	%
14. For listening activity, I like to...			
a. listen to a dialogue or monologue and then discuss the content of the dialogue or monologue.	16	7	43.75%
b. listen to a dialogue or monologue and then complete the missing information of the dialogue or monologue.	16	12	75%
c. listen to a dialogue or monologue and then identify expressions used in the dialogue or monologue.	16	10	62.50%
d. listen to a dialogue or monologue and then decide whether a statement is true/false based on the dialogue or monologue.	16	14	87.50%
e. listen to a dialogue or monologue and then answer questions based on the dialogue or monologue orally.	16	13	81.25%
f. listen to a dialogue or monologue and then answer questions based on the dialogue or monologue in written form.	16	10	62.50%
g. listen to a dialogue or monologue and then summarize the dialogue or monologue.	16	6	37.50%
h. listen to a dialogue or monologue and then complete the information in a table or diagram.	16	11	68.75%
i. listen to a dialogue or monologue and then arrange the sentences into a good order.	16	12	75%
j. Others...	16	0	0%

The table above shows that listening activity that the students like the most is listening to a dialogue or monologue and then deciding whether a statement is true/false based on the dialogue or monologue.

For speaking activity, 93.75% of the students like to act out dialogue in pairs and 87.50% of them like to study a dialogue, act out the dialogue and answer questions based on the dialogue orally. Table 4.9 presents the speaking activity that most of the students want.

Table 4.8. The Data of the Learning Needs (Procedures)

Questions	n	f	%
15. For speaking activity, I like to...			
a. study a dialogue, act out the dialogue and answer questions based on the dialogue orally.	16	14	87.50%
b. act out a dialogue in pairs.	16	15	93.75%
c. make a dialogue based on provided pictures and act it out.	16	8	50%
d. make a dialogue based on given information and act it out.	16	10	62.50%
e. do role-play.	16	8	50%
f. exchange information with friends in a group.	16	9	56.25%
g. do drama and story-telling.	16	5	31.25%
h. discuss certain topics.	16	7	43.75%
i. do problem solving activity.	16	8	50%
j. Others...	16	0	0%

For vocabulary activity, 87.50% of the students like to match English words with their meaning or description in English, while

75% of them like to translating English words and terms using the dictionary and complete sentence or paragraph with provided words. The table below presents the data of vocabulary activities chosen by the students.

Table 4.9. The Data of the Learning Needs (Procedures)

Questions	n	f	%
16. For vocabulary activity, I like to...			
a. match English words with their meaning or description in English.	16	14	87.50%
b. translate English words based on the context of the text.	16	9	56.25%
c. translating English words and terms using the dictionary.	16	12	75%
d. complete sentence or paragraph with provided words.	16	12	75%
e. complete sentence or paragraph with my own words.	16	6	37.50%
f. identifying parts of speech in a text.	16	6	37.50%
g. Others...	16	0	0%

For grammar activity, most of the students like to complete sentences using the correct grammar. And the last, for pronunciation activity, all students like to repeat after the teacher. Table 4.11 presents grammar and pronunciation activities chosen by the students.



Table 4.10. The data of the Learning Needs (Procedures)

Questions	n	f	%
17. For grammar activity, I like to...			
a. identify and correct sentence errors.	16	10	62.50%
b. write sentences based on the patterns that have been learned.	16	12	75%
c. identify and correct a paragraph with the correct grammar forms.	16	8	50%
d. completing sentences using the correct grammar	16	14	87.50%
e. Others...	16	0	0%
18. For pronunciation activity, I like to...			
a. repeat after the teacher.	16	16	100%
b. be given phonetic transcriptions of difficult words.	16	10	62.50%
c. Others...	16	0	0%

### 3) Setting

Setting refers to the classroom arrangements specified or implied in the task. It also requires considerations of whether the task is to be carried out wholly or partly outside the classroom. The table below shows the setting of learning that most of the students want is accomplishing the tasks in pairs.

Table 4.11. The Data of the Learning Needs (Setting)

Questions	n	f	%
19. I prefer to accomplish the tasks...			
a. Individually	16	6	37.50%
b. in pairs	16	14	87.50%
c. in groups	16	8	50%
d. others...	16	0	0%

#### 4) Teacher Role

Role refers to the part that a learner is expected to play in carrying or learning tasks as well as the social and interpersonal relationship between participants. Table 4.13 shows that the teacher's role that most of the students are expected to be is as a tutor.

Table 4.12. The Data of the Learning Needs (Teacher Role)

Questions	n	f	%
20. In accomplishing the tasks, I expect the teacher to be a...			
a. controller.	16	4	25%
b. organizer.	16	10	62.50%
c. prompter.	16	7	43.75%
d. resource.	16	5	31.25%
e. tutor.	16	13	81.25%
f. observer.	16	5	31.25%
g. others...	16	0	0%

#### 5) Learner Role

The table below shows that 62.50% of the students expect to have the role as a group participant, half of them want to be a risk-taker and innovator, and few of them want to be a monitor.

Table 4.13. The Data of the Learning Needs (Learner Role)

Question(s)	n	f	%
21. In accomplishing the tasks, I expect to have the role as a...			
a. group participant.	16	10	62.50%
b. monitor.	16	3	18.75%
c. risk-taker and innovator.	16	8	50.00%
d. others...	16	0	0%

## 2. The Course Grid

The course grid is the guideline of the materials that are going to develop. The course grid is designed by referring to the results of the questionnaire by picking the highest percentage of the respondents. The developed course grid consists of the topic of the unit, language functions, vocabulary list, pronunciation focus, grammar point, and tasks to develop the listening and speaking skills of the students. The course grid can be seen in Appendix C.

## 3. The Unit Design

Each unit consists of some tasks which cover two language skills, listening and speaking. In the introduction part, there are a unit title, a picture, and learning objectives. The unit title is related to the language functions taken from one of the expressions used to carry out the language functions explained in the unit. The picture below the unit title describes the unit title.

Then, in the main teaching and learning part, there are *Pre Task*, *Task Cycle*, and *Language Focus* section. *Pre-Task* provides tasks to elicit the students' background knowledge of the topic. This section is followed by *Task Cycle* that covers listening and speaking activities. *Language Focus* focuses on language functions and grammar activities.

The last part is reinforcement. The reinforcement consists of *Reflection* and *Vocabulary List*. The availability of the *Reflection* is essential

to check the students' understanding towards the materials. *Vocabulary List* is designed in the last page of the unit to provide a list of difficult words related to the topic of the unit in the unit.

The design of the unit is shown in the figure below.

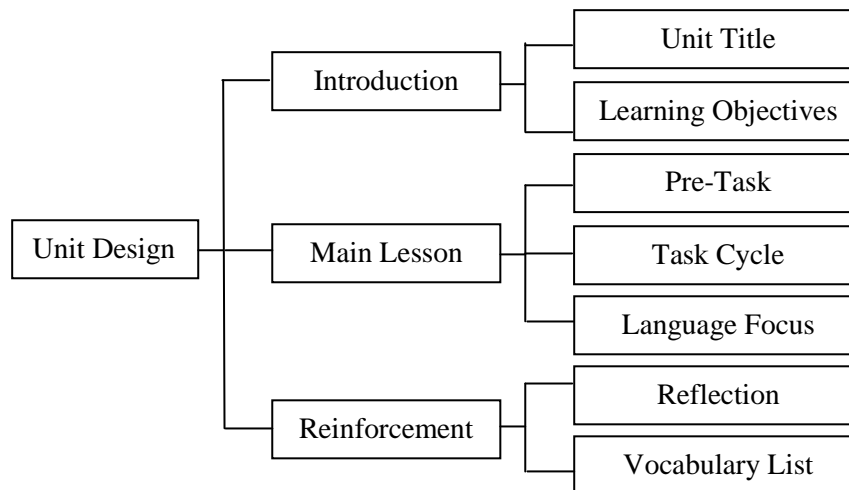


Figure 4.1: The Unit Design

#### 4. The First Draft of Materials

The materials were developed based on the course grid as the first draft that can be seen in Appendix D. The first draft consists of four units in which each unit consist 13 tasks. The units are developed in line with the unit design. Each of them consists of three parts, i.e. introduction that covers unit title and learning objectives, main lesson that covers *Pre-Task*, *Task Cycle*, and *Language Focus*, and reinforcement that deals with reflection and vocabulary list. The description of the units can be seen in Appendix E.

## 5. The Expert Judgment

### a. The Results of the Expert Judgment and Revision of Unit 1

#### 1) The Results of the Expert Judgment of Unit 1

##### a) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content. Table 4.14 shows the analysis of the content appropriateness of Unit 1 of developed materials.

Table 4.14. The Appropriateness of the Content of Unit 1

No.	Items	Means ( $\bar{x}$ )
1.	The developed materials are in accordance with the needs of both academic and daily contexts of the students.	4.50
2.	The developed materials are in accordance with the results of the needs analysis done by the 4 <sup>th</sup> semester students of International Accounting Education.	4.00
3.	The developed materials are in accordance with the 4 <sup>th</sup> semester students' English proficiency.	4.00
4.	The developed materials are in accordance with the students' vocational proficiency needed by students in their education now and in their future career.	4.00
5.	The developed materials lead the students to think systematically based on the texts being discussed.	4.00
6.	The developed materials lead the students to develop their communication skills accurately and appropriately based on a communicative context.	4.50
7.	The developed materials motivate the students to develop their personal, social, and academic skills.	4.50
8.	The developed materials lead the students to understand the generic structure of the discussed texts.	4.00

### **b) The Appropriateness of the Language**

The second aspect to evaluate is the appropriateness of language of the materials. The following table shows the appropriateness of the language of Unit 1 of the developed materials.

Table 4.15. The Appropriateness of the Language of Unit 1

<b>No.</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
9.	The language used is relevant to the English proficiency level of the 4 <sup>th</sup> semester students.	4.00
10.	The language of instruction is clear and can be easily understood by the students.	4.50
11.	The language used is grammatically correct.	5.00
12.	The spelling of the language instruction is in accordance to the spelling principle.	5.00
13.	The choice of words used in the materials is in accordance to word choice principle.	5.00
14.	The developed materials are presented using appropriate language to convey the meaning in a good order.	4.00
15.	The developed materials in a unit are linked to the materials in the next unit.	4.00

### **c) The Appropriateness of the Presentation**

The third aspect to evaluate is the appropriateness of the presentation. The table below shows the evaluation of the presentation appropriateness of Unit 1 of the developed materials.

Table 4.16. The Appropriateness of the Presentation of Unit 1

<b>No.</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
16.	The developed materials are well organized and systematically graded, grading from the easiest task to the more difficult task.	4.50
17.	There is a good balance among the tasks, illustrations and symbols in the unit.	3.50
18.	The developed materials encourage the students to perform spoken communication effectively.	4.50
19.	The developed materials contain opening activities, main activities, and closing activities.	4.50
20.	The developed materials contain vocabulary items related to the topic of the unit.	4.50
21.	The developed materials provide evaluation form for the students to check their understanding of the unit.	4.50

#### **d) The Appropriateness of the Lay-Out**

The last aspect to evaluate is the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts, colors, and pictures in the developed materials. The table below shows the analysis of the appropriateness of the lay-out of the developed materials of Unit 1.

Table 4.17. The Appropriateness of the Lay-Out of Unit 1

No.	Items	Means ( $\bar{x}$ )
22.	The materials are well-designed. The title, sub-title, pages, and pictures and caption are well-organized.	4.50
23.	The fonts used in the materials are not too various.	4.50
24.	The fonts used in the materials are not too big or too small.	4.50
25.	The colors of the materials are not disturbing the reader.	4.50
26.	The pictures are provided for aesthetic and functional purposes.	4.50

The means of all aspects of the materials evaluation are then converted into descriptive statistics as showed in the following table.

Table 4.18. The Descriptive Statistics of Materials Expert Evaluation of Unit 1

No.	Component	n	Mean	Description
<b>A.</b>	<b>The Appropriateness of the Content</b>			
1.	Appropriateness with the students' needs and wants	8	4.13	Good
2.	Materials learning support	8	4.25	Very good
<b>B.</b>	<b>The Appropriateness of the Language</b>			
1.	Appropriateness with students' cognitive development	4	4.25	Very good
2.	Communicativeness	6	5.00	Very good
3.	Cohesiveness and coherence	4	4.00	Good
<b>C.</b>	<b>The Appropriateness of the Presentation</b>			
1.	Technique of presentation	4	4.00	Good
2.	Learning presentation	2	4.50	Very good
3.	Completeness of presentation	6	4.50	Very good
<b>D.</b>	<b>The Appropriateness of the Lay-Out</b>			
1.	Materials lay-out	10	4.50	Very good



The table above shows the result of the experts' judgment questionnaire of Unit 1. There are four evaluated aspects, i.e. the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the lay-out.

First of all, the appropriateness of the content of Unit 1 of the developed materials was categorized as appropriate. The mean value of the first aspect, which is the appropriateness with students' needs and wants, is 4.13 and it is categorized as "Good" due to its position in the interval of  $3.40 < x \leq 4.19$ . Then, the mean value of the second aspect, which is materials learning support, is 4.25 and it is categorized as "Very good" due to its position in the interval of  $4.20 < x \leq 5.00$ .

The second component is the appropriateness of the language. The appropriateness of the language of Unit 1 of the developed materials was appropriate. The mean value of the first aspect, which is the appropriateness with students' cognitive development, is 4.25 and it is categorized as "Very good" as it is in the interval of  $4.20 < x \leq 5.00$ . The second aspect is the communicativeness. Its mean value is 5.00 and it is categorized as "Very good" as its position is in the interval of  $4.20 < x \leq 5.00$ . Then, the mean of the last aspect that is the cohesiveness and coherence is 4.00 and it is categorized as "Good" because it is in the interval of  $3.40 < x \leq 4.19$ .

The third component is the appropriateness of the presentation. The presentation of Unit 1 of the developed materials was appropriate. The mean of the technique of presentation is 4.00 and it is categorized as “Good” due to its position in the interval of  $3.40 < x \leq 4.19$ . The mean of the second aspect, which is the learning presentation, is 4.50 and it is categorized as “Very good” because its position is in the interval of  $4.20 < x \leq 5.00$ . The last aspect is the completeness of the presentation. Its mean value is 4.50 and it is categorized as “Very good” since it is in the interval of  $4.20 < x \leq 5.00$ .

The last component to evaluate is the appropriateness of the layout. The appropriateness of the layout of the first unit of developed materials was categorized as appropriate. Its mean value is 4.50 and it is categorized as “Very good” because of its position in the interval of  $4.20 < x \leq 5.00$ .

## **2) The Revision of Unit 1**

The means of all aspects of the materials evaluation show that the materials are very good. However, there are still some parts of the materials that need to be revised. The suggestions from the expert are described in the following paragraph.

In terms of content, the suggestions given by the expert is that the use of grammar should be given examples. In terms of

presentation, it is suggested that there will be better to put a relevant picture to illustrate the dialogues. On the other hand, there is no suggestion for the appropriateness of the language and lay-out.

Based on the results of expert judgment and suggestions proposed by the expert, there are some aspects to revise. The table below explains the points of revisions of Unit 1 and their revisions.

Table 4.19. The Revision of Unit 1

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revision</b>
Unit title	No revision	No revision
Learning objectives	No revision	No revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	The dialogue is better given a picture to illustrate the dialogue.	A relevant picture to illustrate the dialogue had been given.
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	The use of correlative conjunctions is better given examples.	Examples of the use of each correlative conjunction had been given.
Task 13	No revision	No revision
Reflection	No revision	No revision

## **b. The Results of the Expert Judgment and Revision of Unit 2**

### **1) The Results of the Expert Judgment of Unit 2**

#### **a) The Appropriateness of the Content**

The first aspect to evaluate was the appropriateness of the content. Table 4.20 shows the analysis of the content appropriateness of Unit 2 of developed materials.

Table 4.20. The Appropriateness of the Content of Unit 2

<b>No.</b>	<b>Items</b>	<b>Means (<i>x</i>)</b>
1.	The developed materials are in accordance with the needs of both academic and daily contexts of the students.	4.50
2.	The developed materials are in accordance with the results of the needs analysis done by the 4 <sup>th</sup> semester students of International Accounting Education.	4.00
3.	The developed materials are in accordance with the 4 <sup>th</sup> semester students' English proficiency.	4.00
4.	The developed materials are in accordance with the students' vocational proficiency needed by students in their education now and in their future career.	4.00
5.	The developed materials lead the students to think systematically based on the texts being discussed.	4.00
6.	The developed materials lead the students to develop their communication skills accurately and appropriately based on a communicative context.	4.50
7.	The developed materials motivate the students to develop their personal, social, and academic skills.	4.50
8.	The developed materials lead the students to understand the generic structure of the discussed texts.	4.00

### **b) The Appropriateness of the Language**

The second aspect to evaluate is the appropriateness of language of the materials. The following table shows the appropriateness of the language of Unit 2 of the developed materials.

Table 4.21. The Appropriateness of the Language of Unit 2

<b>No.</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
9.	The language used is relevant to the English proficiency level of the 4 <sup>th</sup> semester students.	4.00
10.	The language of instruction is clear and can be easily understood by the students.	4.50
11.	The language used is grammatically correct.	4.50
12.	The spelling of the language instruction is in accordance to the spelling principle.	4.50
13.	The choice of words used in the materials is in accordance to word choice principle.	4.50
14.	The developed materials are presented using appropriate language to convey the meaning in a good order.	4.00
15.	The developed materials in a unit are linked to the materials in the next unit.	4.00

### **c) The Appropriateness of the Presentation**

The third aspect to evaluate is the appropriateness of the presentation. The table below shows the evaluation of the presentation appropriateness of Unit 2 of the developed materials

Table 4.22. The Appropriateness of the Presentation of Unit 2

No.	Items	Means ( $\bar{x}$ )
16.	The developed materials are well organized and systematically graded, grading from the easiest task to the more difficult task.	4.50
17.	There is a good balance among the tasks, illustrations and symbols in the unit.	3.50
18.	The developed materials encourage the students to perform spoken communication effectively.	4.50
19.	The developed materials contain opening activities, main activities, and closing activities.	4.50
20.	The developed materials contain vocabulary items related to the topic of the unit.	4.50
21.	The developed materials provide evaluation form for the students to check their understanding of the unit.	4.50

#### d) The Appropriateness of the Lay-Out

The last aspect to evaluate is the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts, colors, and pictures in the developed materials. The table below shows the analysis of the appropriateness of the lay-out of the developed materials of Unit 2.

Table 4.23. The Appropriateness of the Lay-Out of Unit 2

No.	Items	Means ( $\bar{x}$ )
22.	The materials are well-designed. The title, sub-title, pages, and pictures and caption are well-organized.	4.50
23.	The fonts used in the materials are not too various.	4.50
24.	The fonts used in the materials are not too big or too small.	4.50
25.	The colors of the materials are not disturbing the reader.	4.50
26.	The pictures are provided for aesthetic and functional purposes.	4.50

The means of all aspects of the materials evaluation are then converted into descriptive statistics. The table below shows the descriptive statistics of Unit 2.

Table 4.24. The Descriptive Statistics of Materials Expert Evaluation of Unit 2

No.	Component	n	Mean	Description
<b>A.</b>	<b>The Appropriateness of the Content</b>			
1.	Appropriateness with the students' needs and wants	8	4.13	Good
2.	Materials learning support	8	4.25	Very good
<b>B.</b>	<b>The Appropriateness of the Language</b>			
1.	Appropriateness with students' cognitive development	4	4.25	Very good
2.	Communicativeness	6	4.50	Very good
3.	Cohesiveness and coherence	4	4.00	Good
<b>C.</b>	<b>The Appropriateness of the Presentation</b>			
1.	Technique of presentation	4	4.00	Good
2.	Learning presentation	2	4.50	Very good
3.	Completeness of presentation	6	4.50	Very good
<b>D.</b>	<b>The Appropriateness of the Lay-Out</b>			
1.	Materials lay-out	10	4.50	Very good

There are four evaluated aspects, i.e. the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the lay-out.

First of all, the appropriateness of the content of Unit 2 of the developed materials was categorized as appropriate. The mean value of the first aspect, which is the appropriateness with students' needs and wants, is 4.13 and it is categorized as "Good" due to its position in the interval of  $3.40 < x \leq 4.19$ . Then, the mean value of the second aspect, which is materials learning support, is 4.25 and it is categorized as "Very good" due to its position in the interval of  $4.20 < x \leq 5.00$ .

The second component is the appropriateness of the language. The appropriateness of the language of Unit 2 of the developed materials was appropriate. The mean value of the first aspect, which is the appropriateness with students' cognitive development, is 4.25 and it is categorized as "Very good" as it is in the interval of  $4.20 < x \leq 5.00$ . The second aspect is the communicativeness. Its mean value is 4.50 and it is categorized as "Very good" as its position is in the interval of  $4.20 < x \leq 5.00$ . Then, the mean of the last aspect that is the cohesiveness and coherence is 4.00 and it is categorized as "Good" because it is in the interval of  $3.40 < x \leq 4.19$ .

The third component is the appropriateness of the presentation. The presentation of Unit 2 of the developed materials was appropriate.



The mean of the technique of presentation is 4.00 and it is categorized as “Good” due to its position in the interval of  $3.40 < x \leq 4.19$ . The mean of the second aspect, which is the learning presentation, is 4.50 and it is categorized as “Very good” because its position is in the interval of  $4.20 < x \leq 5.00$ . The last aspect is the completeness of the presentation. Its mean value is 4.50 and it is categorized as “Very good” since it is in the interval of  $4.20 < x \leq 5.00$ .

The last component to evaluate is the appropriateness of the layout. The appropriateness of the layout of the second unit of developed materials was categorized as appropriate. Its mean value is 4.50 and it is categorized as “Very good” because of its position in the interval of  $4.20 < x \leq 5.00$ .

## **2) The Revision of Unit 2**

The means of all aspects of the materials evaluation show that the materials are very good. However, there are still some parts of the materials that need to be revised.

In terms of content, the suggestions given by the expert is that the use of grammar should be given examples. In terms of presentation, it is suggested that there will be better to put a relevant picture to illustrate the dialogues. On the other hand, there is no suggestion for the appropriateness of the language and layout.

Based on the results of expert judgment and suggestions proposed by the expert, there are some aspects to revise. The table below explains the points of revisions of Unit 2 and their revisions.

Table 4.25. The Revision of Unit 2

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revision</b>
Unit title	No revision	No revision
Learning Objectives	No revision	No revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	The dialogue is better given a picture to illustrate the dialogue.	A relevant picture to illustrate the dialogue had been given.
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	The explanation does not use articles.	Appropriate articles had been given.
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	It will be better to give examples of the use of words followed by gerunds in sentences.	Some examples of the use of words followed by gerunds in sentences had been given.
Task 13	No revision	No revision
Reflection	No revision	No revision

**c. The Results of the Expert Judgment and Revision of Unit 3**

**1) The Results of the Expert Judgment of Unit 3**

**a) The Appropriateness of the Content**

The first aspect to evaluate was the appropriateness of the content. Table shows the analysis of the content appropriateness of Unit 3 of the developed materials.

Table 4.26. The Appropriateness of the Content of Unit 3

<b>No.</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
1.	The developed materials are in accordance with the needs of both academic and daily contexts of the students.	4.50
2.	The developed materials are in accordance with the results of the needs analysis done by the 4 <sup>th</sup> semester students of International Accounting Education.	4.00
3.	The developed materials are in accordance with the 4 <sup>th</sup> semester students' English proficiency.	4.00
4.	The developed materials are in accordance with the students' vocational proficiency needed by students in their education now and in their future career.	4.00
5.	The developed materials lead the students to think systematically based on the texts being discussed.	4.00
6.	The developed materials lead the students to develop their communication skills accurately and appropriately based on a communicative context.	4.50
7.	The developed materials motivate the students to develop their personal, social, and academic skills.	4.50
8.	The developed materials lead the students to understand the generic structure of the discussed texts.	4.00

### **b) The Appropriateness of the Language**

The second aspect to evaluate is the appropriateness of language of the materials. The following table shows the appropriateness of the language of Unit 3 of the developed materials.

Table 4.27. The Appropriateness of the Language of Unit 3

<b>No.</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
9.	The language used is relevant to the English proficiency level of the 4 <sup>th</sup> semester students.	4.00
10.	The language of instruction is clear and can be easily understood by the students.	4.50
11.	The language used is grammatically correct.	5.00
12.	The spelling of the language instruction is in accordance to the spelling principle.	5.00
13.	The choice of words used in the materials is in accordance to word choice principle.	5.00
14.	The developed materials are presented using appropriate language to convey the meaning in a good order.	4.00
15.	The developed materials in a unit are linked to the materials in the next unit.	4.00

### **c) The Appropriateness of the Presentation**

The third aspect to evaluate is the appropriateness of the presentation. The table below shows the evaluation of the presentation appropriateness of Unit 3 of the developed materials.

Table 4.28. The Appropriateness of the Presentation of Unit 3

No.	Items	Means ( $\bar{x}$ )
16.	The developed materials are well organized and systematically graded, grading from the easiest task to the more difficult task.	4.50
17.	There is a good balance among the tasks, illustrations and symbols in the unit.	3.50
18.	The developed materials encourage the students to perform spoken communication effectively.	4.50
19.	The developed materials contain opening activities, main activities, and closing activities.	4.50
20.	The developed materials contain vocabulary items related to the topic of the unit.	4.50
21.	The developed materials provide evaluation form for the students to check their understanding of the unit.	4.50

#### d) The Appropriateness of the Lay-Out

The last aspect to evaluate is the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts, colors, and pictures in the developed materials. The table below shows the analysis of the appropriateness of the lay-out of the developed materials of Unit 3.

Table 4.29. The Appropriateness of the Lay-Out of Unit 3

No.	Items	Means ( $\bar{x}$ )
22.	The materials are well-designed. The title, sub-title, pages, and pictures and caption are well-organized.	4.50
23.	The fonts used in the materials are not too various.	4.50
24.	The fonts used in the materials are not too big or too small.	4.50
25.	The colors of the materials are not disturbing the reader.	4.50
26.	The pictures are provided for aesthetic and functional purposes.	4.50

The means of all aspects are then converted into descriptive statistics. The table below shows the descriptive statistics of Unit 3 of the developed materials.

Table 4.30. The Descriptive Statistics of Materials Expert Evaluation of Unit 3

No.	Component	n	Mean	Description
<b>A.</b>	<b>The Appropriateness of the Content</b>			
1.	Appropriateness with the students' needs and wants	8	4.13	Good
2.	Materials learning support	8	4.25	Very good
<b>B.</b>	<b>The Appropriateness of the Language</b>			
1.	Appropriateness with students' cognitive development	4	4.25	Very good
2.	Communicativeness	6	5.00	Very good
3.	Cohesiveness and coherence	4	4.00	Good
<b>C.</b>	<b>The Appropriateness of the Presentation</b>			
1.	Technique of presentation	4	4.00	Good
2.	Learning presentation	2	4.50	Good
3.	Completeness of presentation	6	4.50	Very good
<b>D.</b>	<b>The Appropriateness of the Lay-Out</b>			
1.	Materials lay-out	10	4.50	Very good

There are four evaluated aspects, i.e. the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the lay-out.

First of all, the appropriateness of the content of Unit 3 of the developed materials was categorized as appropriate. The mean value of the first aspect, which is the appropriateness with students' needs and wants, is 4.13 and it is categorized as "Good" due to its position in the interval of  $3.40 < x \leq 4.19$ . Then, the mean value of the second aspect, which is materials learning support, is 4.25 and it is categorized as "Very good" due to its position in the interval of  $4.20 < x \leq 5.00$ .

The second component is the appropriateness of the language. The appropriateness of the language of Unit 3 of the developed materials was appropriate. The mean value of the first aspect, which is the appropriateness with students' cognitive development, is 4.25 and it is categorized as "Very good" as it is in the interval of  $4.20 < x \leq 5.00$ . The second aspect is the communicativeness. Its mean value is 5.00 and it is categorized as "Very good" as its position is in the interval of  $4.20 < x \leq 5.00$ . Then, the mean of the last aspect that is the cohesiveness and coherence is 4.00 and it is categorized as "Good" because it is in the interval of  $3.40 < x \leq 4.19$ .

The third component is the appropriateness of the presentation. The presentation of Unit 3 of the developed materials was appropriate.

The mean of the technique of presentation is 4.00 and it is categorized as “Good” due to its position in the interval of  $3.40 < x \leq 4.19$ . The mean of the second aspect, which is the learning presentation, is 4.50 and it is categorized as “Very good” because its position is in the interval of  $4.20 < x \leq 5.00$ . The last aspect is the completeness of the presentation. Its mean value is 4.50 and it is categorized as “Very good” since it is in the interval of  $4.20 < x \leq 5.00$ .

The last component to evaluate is the appropriateness of the layout. The appropriateness of the layout of the third unit of developed materials was categorized as appropriate. Its mean value is 4.50 and it is categorized as “Very good” because of its position in the interval of  $4.20 < x \leq 5.00$ .

## **2) The Revision of Unit 3**

The means of all aspects of the materials evaluation show that the materials are very good. However, there are still some parts of the materials that need to be revised.

In terms of content, the suggestions given by the expert is that the use of grammar should be given examples. In terms of presentation, it is suggested that there will be better to put a relevant picture to illustrate the dialogues. On the other hand, there is no suggestion for the appropriateness of the language and layout.



Based on the results of expert judgment and suggestions proposed by the expert, there are some aspects to revise. The table below explains the points of revisions of Unit 3 and their revisions.

Table 4.31. The Revision of Unit 3

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revision</b>
Unit title	No revision	No revision
Learning objectives	No revision	No revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	The dialogue is better given a picture to illustrate the dialogue.	A relevant picture to illustrate the dialogue had been given.
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	The explanation of the use of article <i>a/an</i> and <i>the</i> is better given example.	The example of the use of article <i>a/an</i> and <i>the</i> had been given.
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Reflection	No revision	No revision

**d. The Results of the Expert Judgment and Revision of Unit 4**

**1) The Results of the Expert Judgment of Unit 4**

**a) The Appropriateness of the Content**

The first aspect to evaluate was the appropriateness of the content. Table 4.32 shows the analysis of the content appropriateness of Unit 4 of developed materials.

Table 4.32. The Appropriateness of the Content of Unit 4

<b>No.</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
1.	The developed materials are in accordance with the needs of both academic and daily contexts of the students.	4.50
2.	The developed materials are in accordance with the results of the needs analysis done by the 4 <sup>th</sup> semester students of International Accounting Education.	4.00
3.	The developed materials are in accordance with the 4 <sup>th</sup> semester students' English proficiency.	4.00
4.	The developed materials are in accordance with the students' vocational proficiency needed by students in their education now and in their future career.	4.00
5.	The developed materials lead the students to think systematically based on the texts being discussed.	4.00
6.	The developed materials lead the students to develop their communication skills accurately and appropriately based on a communicative context.	4.50
7.	The developed materials motivate the students to develop their personal, social, and academic skills.	4.50
8.	The developed materials lead the students to understand the generic structure of the discussed texts.	4.00

### **b) The Appropriateness of the Language**

The second aspect to evaluate is the appropriateness of language of the materials. The following table shows the appropriateness of the language of Unit 4 of the developed materials.

Table 4.33. The Appropriateness of the Language of Unit 4

<b>No.</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
9.	The language used is relevant to the English proficiency level of the 4 <sup>th</sup> semester students.	4.00
10.	The language of instruction is clear and can be easily understood by the students.	4.50
11.	The language used is grammatically correct.	5.00
12.	The spelling of the language instruction is in accordance to the spelling principle.	5.00
13.	The choice of words used in the materials is in accordance to word choice principle.	5.00
14.	The developed materials are presented using appropriate language to convey the meaning in a good order.	4.00
15.	The developed materials in a unit are linked to the materials in the next unit.	4.00

### **c) The Appropriateness of the Presentation**

The third aspect to evaluate is the appropriateness of the presentation. The table below shows the evaluation of the presentation appropriateness of Unit 4 of the developed materials

Table 4.34. The Appropriateness of the Presentation of Unit 4

No.	Items	Means ( $\bar{x}$ )
16.	The developed materials are well organized and systematically graded, grading from the easiest task to the more difficult task.	4.50
17.	There is a good balance among the tasks, illustrations and symbols in the unit.	3.50
18.	The developed materials encourage the students to perform spoken communication effectively.	4.50
19.	The developed materials contain opening activities, main activities, and closing activities.	4.50
20.	The developed materials contain vocabulary items related to the topic of the unit.	4.50
21.	The developed materials provide evaluation form for the students to check their understanding of the unit.	4.50

#### d) The Appropriateness of the Lay-Out

The last aspect to evaluate is the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts, colors, and pictures in the developed materials. The table below shows the analysis of the appropriateness of the lay-out of the developed materials of Unit 4.

Table 4.35. The Appropriateness of the Lay-Out of Unit 4

No.	Items	Means ( $\bar{x}$ )
22.	The materials are well-designed. The title, sub-title, pages, and pictures and caption are well-organized.	4.50
23.	The fonts used in the materials are not too various.	4.50
24.	The fonts used in the materials are not too big or too small.	4.50
25.	The colors of the materials are not disturbing the reader.	4.50
26.	The pictures are provided for aesthetic and functional purposes.	4.50

The means of all aspects of the materials evaluation are then converted into descriptive statistics. The table below shows the result of the descriptive statistics of Unit 4.

Table 4.36. The Descriptive Statistics of Materials Expert Evaluation of Unit 4

No.	Component	n	Mean	Description
<b>A.</b>	<b>The Appropriateness of the Content</b>			
1.	Appropriateness with the students' needs and wants	8	4.13	Good
2.	Materials learning support	8	4.25	Very good
<b>B.</b>	<b>The Appropriateness of the Language</b>			
1.	Appropriateness with students' cognitive development	4	4.25	Very good
2.	Communicativeness	6	5.00	Very good
3.	Cohesiveness and coherence	4	4.00	Good
<b>C.</b>	<b>The Appropriateness of the Presentation</b>			
1.	Technique of presentation	4	4.00	Good
2.	Learning presentation	2	4.50	Very good
3.	Completeness of presentation	6	4.50	Very good
<b>D.</b>	<b>The Appropriateness of the Lay-Out</b>			
1.	Materials lay-out	10	4.50	Very good

There are four evaluated aspects, i.e. the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the lay-out.

First of all, the appropriateness of the content of Unit 4 of the developed materials was categorized as appropriate. The mean value of the first aspect, which is the appropriateness with students' needs and wants, is 4.13 and it is categorized as "Good" due to its position in the interval of  $3.40 < x \leq 4.19$ . Then, the mean value of the second aspect, which is materials learning support, is 4.25 and it is categorized as "Very good" due to its position in the interval of  $4.20 < x \leq 5.00$ .

The second component is the appropriateness of the language. The appropriateness of the language of Unit 4 of the developed materials was appropriate. The mean value of the first aspect, which is the appropriateness with students' cognitive development, is 4.25 and it is categorized as "Very good" as it is in the interval of  $4.20 < x \leq 5.00$ . The second aspect is the communicativeness. Its mean value is 5.00 and it is categorized as "Very good" as its position is in the interval of  $4.20 < x \leq 5.00$ . Then, the mean of the last aspect that is the cohesiveness and coherence is 4.00 and it is categorized as "Good" because it is in the interval of  $3.40 < x \leq 4.19$ .

The third component is the appropriateness of the presentation. The presentation of Unit 4 of the developed materials was appropriate. The mean of the technique of presentation is 4.00 and it is categorized as “Good” due to its position in the interval of  $3.40 < x \leq 4.19$ . The mean of the second aspect, which is the learning presentation, is 4.50 and it is categorized as “Very good” because its position is in the interval of  $4.20 < x \leq 5.00$ . The last aspect is the completeness of the presentation. Its mean value is 4.50 and it is categorized as “Very good” since it is in the interval of  $4.20 < x \leq 5.00$ .

The last component to evaluate is the appropriateness of the layout. The appropriateness of the layout of the fourth unit of developed materials was categorized as appropriate. Its mean value is 4.50 and it is categorized as “Very good” because of its position in the interval of  $4.20 < x \leq 5.00$ .

## **2) The Revision of Unit 4**

The means of all aspects of the materials evaluation show that the materials are very good. However, there are still some parts of the materials that need to be revised.

In terms of content, the suggestions given by the expert is that the use of grammar should be given examples. In terms of presentation, it is suggested that there will be better to put a relevant

picture to illustrate the dialogues. On the other hand, there is no suggestion for the appropriateness of the language and lay-out.

Based on the results of expert judgment and suggestions proposed by the expert, there are some aspects to revise. The table below explains the points of revisions of Unit 4 and their revisions.

Table 4.37. The Revision of Unit 4

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revision</b>
Unit Title	No revision	No revision
Learning objectives	No revision	No revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	The dialogue is better given a picture to illustrate the dialogue.	A relevant picture had been given to illustrate the dialogue.
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	The explanation of <i>used to + infinitive</i> and <i>be/get used to</i> is better given examples.	The example of the use of <i>used to + infinitive</i> and <i>be/get used to</i> had been given.
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Reflection	No revision	No revision



## **B. Discussion**

The developed English learning materials were intended for the intermediate level students of International Accounting Education study program. The needs of specific area of International Accounting Education students determined that English for Specific Purposes (ESP) should be employed. Developing learning materials for ESP purposes differs from developing learning materials for general purposes. Hutchinson & Waters (1987:17) and Basturkmen (2010: 25) stated that the significant difference between ESP and the general English is the awareness of needs. What makes ESP unique and in demand, according to Dudley-Evans and St. John (1998), is that it is an approach to language teaching in which all decisions related to content and method are based on learners' reasons for learning. ESP courses bridge the gap between learners' basic English proficiency and their mainstream courses while helping students develop language, study, and research skills appropriate for study in a particular academic discipline or profession.

Developing ESP learning materials is a huge undertaking as it involves doing a needs analysis, developing authentic tasks, and identifying and preparing materials with discipline-specific content. According to Dudley-Evans and St. John (1998), the needs analysis encompasses a detailed description of learners needs: the tasks and activities the learners are/ will be using English for, personal information about learners, cultural information about the students, their current language skills, their perceived language

needs, etc. It is the needs analysis which establishes the *what and how* of the course, thus, it is essential while designing the course to set the goals and objectives.

The first stage of the materials development is conducting needs analysis. It is done by distributing questionnaire to the students. The questionnaire is developed in accordance to the principles of needs analysis proposed by Hutchinson & Waters (1987) that cover the target needs and learning needs. In terms of target needs, the questionnaire is divided into three components, i.e. necessities, lacks, and wants. The learning needs cover some elements used in developing the speaking materials. Those are input, activities (procedure), setting, teacher's role and learner's role.

The first aspect of the questionnaire is target needs. In terms of necessities, the purpose of the most students learning English through English Tutorial Program in the academic contexts is to enable them to understand the use of grammar so that they can communicate with classmates and lecturers in English appropriately. While for the daily life needs, they want to master more vocabulary items related to their daily life so that they can communicate with people appropriately. Then, most of the students said that they need to improve their speaking skills so that in the future so that they can continue studying abroad. In terms of lacks, the speaking skills proficiency of the most students is in the level of pre-intermediate, where they can communicate in the daily context and certain kind of discourse. Next, most of the students say that the problem they have when listening to English texts and speaking English is the

limited number of vocabulary mastery. In terms of wants, most of the students say that they learn English in English Tutorial Program so that they are able to master vocabularies, both general vocabularies and vocabularies related to accounting.

The second aspect of the questionnaire is learning needs. For listening input, most of the students want to have dialogues or monologues related to the topic of the unit, where the length of the texts is about 3 minutes. For speaking input, most of them want to have dialogues related to the topic of the unit. The topics of the unit they want to have are business and finance, investment, jobs in accounting, and equipment in the office. The language functions they want to learn are asking for and giving explanation, making, accepting, declining, and rescheduling appointment, explaining procedure, and asking for and giving advice. Then, most of the students also consider that the availability of relevant pictures in the materials would be very helpful.

The next aspect of the learning needs is procedure. For listening activity, most of the students want to listen to a dialogue or monologue and then decide whether a statement is true/false based on the dialogue or monologue. For speaking activity, most of them want to act out a dialogue in pairs. For vocabulary activity, most of them want to match English words with their meaning or description in English. For grammar activity, most of them want to complete sentences using the correct grammar. While for pronunciation activity, most of them want to repeat after the teacher.

In terms of setting, most of the students want to accomplish the tasks in pairs. While accomplishing the tasks, most of them expect the teacher to observe and comment on their activities. For the students' role itself, they want to accomplish the tasks as a problem solver.

After analyzing the needs analysis questionnaire, the next step to do is developing a course grid. The course grid covers the topic of the unit, title of the unit, language functions, vocabulary list, pronunciation aspect, grammar aspect, and activities to carry out those aspects. Then, the course grid is developed into four units of speaking materials.

Each unit of the developed materials has the similar patterns. There are three parts of the unit; introduction, main lesson, and reinforcement. The introduction part consists of the title of the unit, a picture described the title of the unit, followed by the learning objectives the students are expected to be able to do after learning the unit. The main lesson consists of three main activities, i.e. *pre-task*, *task cycle*, and *language focus*. The reinforcement part consists of reflection and vocabulary list.

After that, the materials are evaluated by the experts. The materials evaluation is done by distributing a questionnaire. The items of the questionnaire are developed based on *Badan Nasional Standar Penilaian (BNSP)* that covers four main points of evaluation, i.e. the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the lay-out.

Based on the result of the questionnaire, it can be concluded that the developed speaking materials are appropriate with the needs of intermediate level students of International Accounting Education study program used in English Tutorial Program at the Centre for Language Development of Yogyakarta State University. It can be seen from the mean value of each item of the experts' judgment questionnaire results. The ranges of the mean value are in the range of  $3.40 < x \leq 4.19$  and  $4.20 < x \leq 5.00$ . Referring to the quantitative data conversion proposed by Suharto (2006: 52-53), the ranges are in the "Good" and "Very good" category.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The aim of this research is to reveal the target needs, the learning needs, and the appropriate speaking materials used in English Tutorial Program for the intermediate level students of International Accounting Education of Yogyakarta State University. This chapter describes the conclusions of the research and the suggestions obtained from the research.

#### **A. Conclusions**

##### **1. Target Needs**

Based on the results of the needs analysis questionnaire, the target needs of the students of International Accounting Education study program in learning English in English Tutorial Program can be concluded in the following paragraphs.

In terms of necessities, it can be concluded that the purpose of the students learn English in English Tutorial Program in the academic context is to enable them to master more vocabulary items related to their study program so that they can communicate in English appropriately. While in the daily life context, the main goal of the students to learn English in English Tutorial Program is to enable them to master more vocabulary items related to their daily life so that they can communicate with people appropriately. Furthermore, most of the students admit that they need to

improve their speaking skill so that in the future they can continue studying abroad.

In terms of lacks, most of the students admit that their speaking skills proficiency so far is at the level of pre-intermediate. They are able to communicate in the daily context and certain kind of discourse. The difficulty that most of the students have when listening to English texts is they don't understand what the speaker is saying due to the limited number of vocabulary mastery. While in speaking in English, the difficulty that most of the students have is expressing particular meaning due to the limited number of vocabulary mastery.

In terms of wants, it can be concluded that most of students learn English in English Tutorial Program because they want to be able to master vocabularies, both general vocabularies and vocabularies related to accounting.

## **2. Learning Needs**

For the learning needs, the students' view about what they should do to accomplish the target situation can be concluded in the paragraphs below.

In terms of listening input, most of the students want to have dialogues or monologue related to the topic of the unit. The listening input texts they want to have are in the length of about 3 minutes. While for the speaking input, the students want to have dialogue related to the topic of the unit. The topics of the learning materials are business and finance,

investment, jobs in accounting, and equipment in the office. The language functions are asking for and giving explanation, making, accepting, declining, and rescheduling appointment, explaining procedure, and *asking* for and giving advice. Furthermore, most of the students think that the availability of the relevant pictures in the materials is very helpful.

For listening activities, the students like to have are listening to a dialogue or monologue and then completing the missing information of the dialogue or monologue, listening to a dialogue or monologue and then deciding whether a statement is true/false based on the dialogue or monologue, listening to a dialogue or monologue and then answering questions based on the dialogue or monologue orally, and listening to a dialogue or monologue and then arranging the sentences or pictures into a good order.

For speaking activities, the students like to have are studying a dialogue, acting out the dialogue and answering questions based on the dialogue orally, acting out a dialogue in pairs, and making a dialogue based on given information and then acting it out.

The vocabulary activities that most of the students like to have are matching English words with their meaning or description in English, translating English words and terms using the dictionary, and completing sentence or paragraph using provided words. While for grammar activities, they like to have are completing sentences using the correct grammar and



writing sentences based on the patterns that have been learned. For pronunciation activity, they like to have is repeating after the teacher.

In terms of setting, most of the students prefer to accomplish the tasks in pairs. In accomplishing the tasks, most of the students expect the teacher to have a role as a tutor. While for the students themselves, they expect to have the role as a group participant

### **3. The Appropriate Speaking Materials for Students of International Accounting Education Study Program Used in English Tutorial Program**

Based on the result of the materials evaluation, the developed materials are considered to be appropriate. The developed materials for the students of International Accounting Education study program used in learning English in English Tutorial Program have the characteristics as described in the following paragraphs.

The first part of the unit is the title of the unit. The title reflects the whole topic of the unit. There is also a brief explanation about the topic of the unit to give the students a clearer explanation about what they are going to learn.

Then, Pre-Task is following the title. The tasks in this part are designed to recall the students' background knowledge about the scope of the unit and to give them a clearer concept about the topic of the unit.

The next part is the main activities in a lesson, Task Cycle. This part consists of three phases, task, planning, and report.

Language Focus is the next part of the unit. This part consists of two main phase, analysis and practice.

The last part of the unit is reinforcement. The reinforcement covers self-reflection and vocabulary list. The availability of the self-reflection is essential to check the students' understanding towards the materials. The vocabulary list provides a list of words related to the topic of the unit.

## **B. Suggestions**

The final product of this research is speaking materials for the intermediate level students of International Accounting Education study program of Yogyakarta State University used in English Tutorial Program at the Centre for Language Development. This researcher would like to give some suggestions to the following parties.

### **1. Material Developers**

There are some aspects need to be considered by material developers during the process of production and development of learning materials. Materials and activities should all support articulated learning outcomes which reflect what students should be able to do at the end of the lesson. Topic, input, and activities used in developing materials should be appropriate with the students' needs and the program that they take. To

support the materials development, it is recommended doing needs analysis before developing the materials for a certain course. The needs analysis defines the target population, their needs, wants, and lacks, the materials content, and skills required to meet the objective.

The success of a lesson has much to do with how well the material developers manage to match the material content to the backgrounds of the students. The learning outcomes have to reflect the measurable skills, abilities, knowledge, and values that students should be able to do or demonstrate as a result of completing the course. In order to translate outcomes into course content, material developers should think about what skills or language functions will demonstrate the achievement of the learning outcomes. The material developers also need to reveal the knowledge and skills the students already have as well as what they still need. How the language functions will be carried out in the course through certain activities also has to suit the students' wants and needs.

In short, material developers should consider the principles of language teaching to meet the needs and wants of the learners. Materials need to be developed in such a way that the teacher can make use of them as a resource and not have to follow them as a script.

## **2. ESP Teachers**

Developing teaching/learning materials for ESP is more demanded than that for general English because the availability of the ESP learning

materials in public is very rare. Because of this, it is suggested that teachers of ESP develop their own specific materials for their own target language learners. In developing the ESP learning materials, every teacher can follow any approach he/she is familiar with and he/she can develop his/her teaching materials by applying the principles and procedures of language teaching materials including formulating their teaching objectives and syllabus, adapting and or supplementing the existing materials, and or creating their own materials.

The same level of specific language for the same level of students may have different teaching/learning materials especially if the material developer and the proficiency level of the students are different. Therefore, there will never be perfect teaching/learning materials that can be used anywhere, anytime for the same level of students. This is why I strongly suggest that a teacher develop his/her own teaching materials for his/her own specific target learners. If a teacher has to use a textbook for some reason, still s/he has to adjust it with the target learners. There may be some parts of the textbook which are not exactly suitable for the target learners. A teacher is somewhere in the middle where s/he uses a textbook for his/her learners to learn but there is also some space for individual teachers to contribute.

## References

- Altbach, Philip.G. (January-February 2004). *The Costs and Benefits of World-Class Universities*. Academe, retrieved from [www.aaup.org](http://www.aaup.org) on July 8, 2013
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Basingstoke: Palgrave Macmillan.
- Bialystok, E. (1988). *Levels of Bilingualism and Levels of Linguistic Awareness: Developmental Psychology*, 24, 560–567.
- Borg, W.R. & Gall, M.D. (1983) *Educational Research: An Introduction* (4<sup>th</sup> Edition). New York: Longman, Inc.
- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. Longman.
- Brunton, M. (2009). *Evaluation of Highly Recommended: A textbook for the Hotel and Catering Industry*. *ESP World*. 1(22), Vol. 8, retrieved from [http://www.espworld.info/Articles\\_22/esp%20essay%20for%20publication.htm](http://www.espworld.info/Articles_22/esp%20essay%20for%20publication.htm) on June 21, 2013
- Carver, D., (1983). *Some Propositions about ESP*. *The ESP Journal* 2, pp.131-137, retrieved from [http://dx.doi.org/10.1016/0272-2380\(93\)90003-P](http://dx.doi.org/10.1016/0272-2380(93)90003-P) on June, 21 2013.
- Cunningsworth, A., (1995). *Choosing Your Textbook*. Cambridge: Cambridge University Press.
- Dudley-Evans, T. & St. John, M. J. (1998). *Developments in English for Specific Purposes: A Multidisciplinary Approach*. Cambridge: Cambridge University Press.
- Ellis, R. & Rathbone, M. (1987). *The Acquisition of German in A Classroom Context. Mimeograph*. London: Ealing College of Higher Education.
- Ellis, R. (1990). *Instructed Second Language Acquisition*. Oxford: Basil Blackwell.
- Ellis, R., 2003, *Task-based Language Learning and Teaching*, Oxford: Oxford University Press..
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An Introduction* (7th ed.). Boston, MA: A & B Publications.

- Harmer, Jeremy. (2001). *The Practice of English Language Teaching Third Edition*. Longman.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A learning Centered Approach*. Cambridge: Cambridge University Press.
- Hutchinson, T. & Waters, A. (1992). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge: Cambridge University Press.
- Hyland, K. (2006). *English for Academic Purposes: An advanced resource book*. London: Routledge.
- Khoon, K.A. (2005). *Hallmark of a World-Class University*. College Student Journal, retrieved from [http://findarticles.com/p/articles/mi\\_m0FCR/is\\_4\\_39/ai\\_n16123684](http://findarticles.com/p/articles/mi_m0FCR/is_4_39/ai_n16123684) on July 8, 2013
- Krashen, S. (1985). *The Input Hypothesis*. London: Longman.
- Long, M.H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press, retrieved from <http://dx.doi.org/10.1017/CBO9780511667299> on June 25, 2013.
- Lynch, B. K. (1996). *Language Program Evaluation: Theory and practice*. Cambridge: Cambridge University Press.
- McDonough, J. and Shaw, C. (2003). *Materials and Methods in ELT: A Teacher's Guide*. 2nd Publishing. Oxford: Blackwell Publishers.
- Niland, J. (2007). *The Challenge of Building World-Class Universities*. In Sadlak, J. And Liu, N.C. (eds.), *The World Class University and Ranking: Aiming Beyond Status*. Bucharest: UNESCO-CEPES.
- Niland, J. (3 February 2000). *The Challenge of Building World Class Universities in the Asian Region*, retrieved from <http://www.onlineopinion.com.au/view.asp?article=997> on July 8, 2013
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge. Cambridge University Press.
- Nunan, D. (1991). *Language Teaching Methodology*. Prentice Hall.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press

- Richards, J.C and Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richards, J. (2001). *Curriculum Development in Language Education*. Cambridge: Cambridge University Press.
- Richards, J., Platt, J. & Webber, H. (1986). *A Dictionary of Applied Linguistics*. London: Longman.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.
- Richards, J. & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. Harlow: Pearson.
- Salmi, J. (2009). *The Challenge of Establishing World-class Universities*. Washington DC: The World Bank.
- Shambaugh, N., & S. G. Magliaro (2006). *Instructional Design: A systematic approach for reflective practice*. Boston: Pearson A and B.
- Sharwood Smith, M. A. (1981). *Consciousness-Raising and the Second Language Learner*. *Applied Linguistics*.
- Sherris, A. (2008). *Integrated Content and Language Instruction*. Washington, D.C: Center for Applied Linguistics.
- Stevens, P. (1988). *ESP After Twenty Years: A re-appraisal*. In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1-13). SEAMEO Regional Language Centre.
- Suharto, G. (2006). *Penilaian Pembelajaran Bahasa Inggris*. Yogyakarta: P2B
- Syme, Ireland, & Dodds. *Accounting 1 7<sup>th</sup> Edition*. Canada: Pearson Canada
- Tomlinson, B. (ed.). (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. 2003. *Developing Materials for Language Teaching*. Cambridge: Cambridge University Press.
- Willis, J. (1996). *A Framework for Task-Based Learning*. Longman

# APPENDICES



**APPENDIX A**

**THE NEEDS ANALYSIS  
QUESTIONNAIRE**

Kepada  
Mahasiswa dan mahasiswi semester 4  
Jurusan Pendidikan Akutansi Internasional  
Fakultas Ekonomi  
Di Universitas Negeri Yogyakarta

Sehubungan dengan dilaksanakannya penelitian tentang pengembangan materi pembelajaran *Speaking* yang digunakan dalam kegiatan English Speaking Club untuk mahasiswa Pendidikan Akuntansi Internasional di Pusat Pengembangan Bahasa, Universitas Negeri Yogyakarta, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi angket berikut ini.

Angket ini terdiri dari dua bagian. Bagian pertama bertujuan untuk mengetahui identitas Anda, sedangkan bagian kedua bertujuan untuk mengetahui kebutuhan belajar Bahasa Inggris sesuai dengan sudut pandang Anda.

Angket ini tidak akan berpengaruh terhadap nilai pembelajaran Bahasa Inggris Anda, melainkan hanya untuk mengumpulkan informasi mengenai kebutuhan belajar Bahasa Inggris Anda dalam kegiatan English Speaking Club, sesuai yang Anda harapkan. Data yang Anda berikan akan saya jaga kerahasiaannya sesuai dengan kode etik penelitian.

Terima kasih atas kesediaan Anda mengisi angket ini.

Yogyakarta, Juni 2013  
Peneliti,

Reni Nastiti  
NIM: 09202241004

## ANGKET DATA PENELITIAN

### 1. Data Pribadi Mahasiswa

Nama :  
Umur :  
Jenis Kelamin : L / P (lingkari salah satu)  
Alamat :

### 2. Kebutuhan Belajar Mahasiswa

Berilah tanda silang (X) pada huruf a, b, c, d dan/atau seterusnya dan/atau menuliskan informasi yang tidak terdapat pada pilihan-pilihan kuesioner ini sesuai dengan keadaan yang paling menggambarkan diri Anda saat ini. Anda boleh memilih jawaban lebih dari satu untuk setiap pertanyaan.

1. Untuk keperluan akademik, apa tujuan Anda mengikuti kegiatan English Tutorial Program?
  - a. Untuk menjadikan saya mampu menguasai kosakata bahasa Inggris yang berkaitan dengan program studi saya untuk mendengarkan teks lisan dengan baik dan berterima.
  - b. Untuk menjadikan saya mampu menguasai kosakata bahasa Inggris yang berkaitan dengan program studi saya dan menggunakannya untuk berbicara dengan baik dan berterima.
  - c. Untuk menjadikan saya mampu menguasai penggunaan tatabahasa dengan baik dan berterima baik secara lisan untuk berkomunikasi dengan dosen dan teman selama proses perkuliahan.
  - d. Untuk menjadikan saya mampu menggunakan dan merespon ungkapan (ekspresi) yang banyak digunakan dalam konteks akademik dengan baik dan berterima.
  - e. Lainnya

---

---
2. Untuk keperluan sehari-hari, apa tujuan Anda mengikuti kegiatan English Tutorial Program?
  - a. Untuk menjadikan saya mampu menguasai kosakata bahasa Inggris yang banyak saya temui dalam kehidupan sehari-hari.
  - b. Untuk menjadikan saya mampu menguasai kosakata bahasa Inggris yang berkaitan dengan kehidupan sehari-hari dan menggunakannya untuk berbicara dengan baik dan berterima.

- c. Untuk menjadikan saya mampu menguasai penggunaan tatabahasa dengan baik dan berterima baik secara lisan untuk digunakan untuk berkomunikasi dalam kehidupan sehari-hari.
  - d. Untuk menjadikan saya mampu menggunakan dan merespon ungkapan (ekspresi) yang banyak digunakan dalam konteks kehidupan sehari-hari dengan baik dan berterima.
  - e. Lainnya
- 
- 
3. Untuk apa Anda membutuhkan keterampilan *speaking* dalam bahasa Inggris PADA SAAT YANG AKAN DATANG?
- a. Untuk melanjutkan pendidikan di luar negeri
  - b. Untuk wawancara kerja
  - c. Untuk berkomunikasi dengan rekan kerja
  - d. Lainnya
- 
- 
4. Kemampuan *speaking* saya sekarang berada pada level...
- a. Pemula, mampu berkomunikasi dalam konteks sehari-hari
  - b. Semi menengah, mampu berkomunikasi dalam konteks sehari-hari dan percakapan dengan konteks tertentu.
  - c. Menengah, mampu berkomunikasi dalam konteks percakapan apapun.
  - d. Mahir, mampu berkomunikasi dalam konteks percakapan apapun dengan tepat dan lancar.
5. Kesulitan yang saya alami ketika mendengarkan teks lisan adalah...
- a. Saya tidak mengerti apa yang pembicara katakan karena penguasaan kosakata saya yang terbatas.
  - b. Saya tidak memahami *tenses* yang digunakan oleh pembicara.
  - c. Lainnya
- 
- 
6. Kesulitan yang saya alami ketika berbicara dalam Bahasa Inggris adalah...
- a. Mengungkapkan maksud tertentu karena keterbatasan kosakata yang saya kuasai.
  - b. Mengungkapkan fungsi bahasa tertentu.
  - c. Mendeskripsikan istilah tertentu, terutama istilah dalam bidang akuntansi.
  - d. Mengingat *tenses*.

e. Lainnya

---

---

7. Saya ingin belajar Bahasa Inggris dengan mengikuti English Tutorial Program sehingga...

- a. Saya mampu menguasai kosakata dalam bidang akuntansi maupun kosakata yang perlu saya gunakan sehari-hari.
- b. Saya mampu menguasai *grammar* sehingga saya bisa berkomunikasi dengan baik dan berterima.
- c. Saya mampu menggunakan berbagai jenis kata, kalimat, dan ekspresi untuk berkomunikasi dengan baik dan berterima.
- d. Saya mampu menggunakan ekspresi yang resmi maupun tidak resmi untuk berkomunikasi dengan baik dan berterima.

e. Lainnya

---

---

8. Untuk *listening input*, saya ingin mempelajari...

- a. Dialog atau monolog tentang situasi tertentu.
- b. Dialog atau monolog yang berhubungan dengan topik yang dibahas dalam unit.
- c. Dialog atau monolog yang diambil dari radio atau TV.
- d. Dialog atau monolog yang diambil dari internet.

e. Lainnya

---

---

9. *Recording* untuk *listening input* yang ingin saya pelajari sepanjang...

- a. < 2 menit
- b. 2 menit
- c. 3 menit
- d. 4 menit
- e. > 4 menit

10. Untuk *speaking input*, saya ingin mempelajari...

- a. Dialog tentang situasi tertentu.
- b. Dialog yang berhubungan dengan topik yang dibahas dalam unit.
- c. Dialog yang diambil dari koran atau majalah.
- d. Dialog yang diambil dari internet.

11. Topik yang ingin saya pelajari adalah...

- a. Ekonomi
- b. Perusahaan dan organisasi
- c. Mata uang dan uang

- d. Bisnis and keuangan
  - e. Investasi
  - f. Pekerjaan dalam bidang akuntansi
  - g. Peralatan di kantor
  - h. Lainnya
- 
- 

12. Language functions yang ingin saya pelajari adalah...
- a. Bertanya dan mengungkapkan pendapat
  - b. Bertanya and memberikan penjelasan
  - c. Mendeskripsikan benda dan konsep
  - d. Membuat, menerima, menolak, dan menjadwalkan kembali janji untuk bertemu
  - e. Membuat, menerima, dan menolak undangan
  - f. Menjelaskan prosedur
  - g. Bertanya dan memberikan saran
  - h. Mengklarifikasi dan mengoreksi seseorang
  - i. Diskusi dan presentasi
  - j. Lainnya
- 
- 

13. Menurut saya, ketersediaan gambar pada materi...
- a. Sangat membantu
  - b. Cukup membantu
  - c. Membantu
  - d. Tidak membantu
14. Aktivitas *listening* yang ingin saya lakukan adalah...
- a. Mendengarkan dialog atau monolog kemudian mendiskusikan isi dialog atau monolog tersebut.
  - b. Mendengarkan dialog atau monolog dan mengisi dialog atau monolog yang rumpang.
  - c. Mendengarkan dialog atau monolog kemudian mengidentifikasi ekspresi yang digunakan dalam dialog atau monolog tersebut.
  - d. Mendengarkan dialog atau monolog kemudian mengidentifikasi struktur kalimat yang digunakan dalam dialog atau monolog tersebut.
  - e. Mendengarkan dialog atau monolog kemudian menentukan pernyataan-pernyataan tentang dialog atau monolog benar atau salah berdasarkan dialog atau monolog tersebut.
  - f. Mendengarkan dialog atau monolog kemudian menjawab pertanyaan berdasarkan dialog atau monolog tersebut secara lisan.

- g. Mendengarkan dialog atau monolog kemudian menjawab pertanyaan berdasarkan dialog atau monolog tersebut secara tertulis.
  - h. Mendengarkan dialog atau monolog kemudian meringkas dialog atau monolog tersebut.
  - i. Mendengarkan dialog atau monolog kemudian melengkapi table atau diagram berdasarkan dialog atau monolog tersebut.
  - j. Mendengarkan dialog atau monolog kemudian menyusun kalimat atau gambar sesuai dengan dialog atau monolog tersebut.
  - k. Lainnya
- 
- 

15. Aktivitas *speaking* yang ingin saya lakukan adalah...
- a. Mempelajari diaog, mempraktikkan dialog, kemudian menjawab pertanyaan berdasarkan dialog tersebut secara lisan.
  - b. Mempraktikkan dialog secara berpasangan.
  - c. Membuat dialog berdasarkan gambar yang tersedia kemudian mempraktikkan dialog tersebut.
  - d. Membuat dialog berdasarkan informasi yang tersedia kemudian mempraktikkan dialog tersebut.
  - e. Bermain peran.
  - f. Bertukar informasi dengan teman dalam grup.
  - g. Bermain drama dan menceritakan cerita.
  - h. Mendiskudikan topik tertentu.
  - i. Memecahkan masalah.
  - j. Lainnya
- 
- 

16. Aktivitas *vocabulary* yang ingin saya lakukan adalah...
- a. Menjodohkan kata dalam Bahasa Inggris dengan arti atau deskripsinya dalam Bahasa Inggris juga.
  - b. Menerjemahkan kata dalam Bahasa Inggris berdasarkan konteks dari teks yang sudah dipelajari.
  - c. Menerjemahkan kata dalam Bahasa Inggris
  - d. Melengkapi kalimat atau paragraf menggunakan kata-kata yang disediakan.
  - e. Melengkapi kalimat atau paragraph menggunakan kata-kata sendiri.
  - f. Mengidentifikasi *part of speech* pada kalimat.
  - g. Lainnya.
- 
-

17. Aktivitas *grammar* yang ingin saya lakukan adalah ...
- a. Mengidentifikasi dan membenarkan kalimat yang salah.
  - b. Menulis kalimat berdasarkan *tenses* yang telah dipelajari.
  - c. Mengidentifikasi dan membenarkan paragraf dengan susunan *grammar* yang benar.
  - d. Melengkapi kalimat menggunakan *grammar* yang benar.
  - e. Lainnya.

---

---

18. Aktivitas *pronunciation* yang ingin saya lakukan adalah ...
- a. Menirukan tutor.
  - b. Membaca *phonetic transcription* kata-kata yang sulit.
  - c. Lainnya.

---

---

19. Dalam mengerjakan tugas, saya lebih suka mengerjakan secara ...
- a. Berpasangan.
  - b. Berkelompok.
  - c. Lainnya

---

---

20. Ketika mengerjakan tugas, tutor sebaiknya berperan menjadi...
- a. *controller*.
  - b. *organizer*.
  - c. *prompter*.
  - d. *resource*.
  - e. *tutor*.
  - f. *observer*.
  - g. Lainnya

---

---

21. Ketika mengerjakan tugas, saya ingin menjadi...
- a. *group participant*.
  - b. *monitor*.
  - c. *risk-taker* dan *innovator*.
  - d. Lainnya

---

---



## **APPENDIX B**

# **THE RESULTS OF THE NEEDS ANALYSIS QUESTIONNAIRE**

## THE RESULTS OF THE NEEDS ANALYSIS QUESTIONNAIRE

Aspect	No.	Questions	Items to Answer	n	f	%
<b>Target Needs</b>						
Necessities	1.	My purpose in learning English through English Tutorial Program in the academic context is...	a. to enable me to master more vocabulary items related to my study program so that I can communicate in English appropriately.	16	12	75%
			b. to enable me to understand the use of grammar so that I can communicate with classmates and lecturers in English appropriately.	16	11	68.75%
			c. to enable me to use and respond to expressions used in the academic context appropriately.	16	7	43.75%
			d. others...	16	0	0%
	2.	My purpose in learning English through English Tutorial Program in the daily life is...	a. to enable me to master more vocabulary items related to my daily life so that I can communicate with people appropriately.	16	13	81.25%
			b. to enable me to understand the use of grammar so that I can	16	12	75%

			communicate with people appropriately.			
			c. to enable me to use and respond to expressions used in the daily life context appropriately.	16	8	50%
			d. others...	16	0	0%
	3.	I need to improve my speaking skill so that in the future I can...	a. continue my study abroad.	16	12	75%
			b. do a job interview appropriately.	16	5	31.25%
			c. communicate with colleagues and customers appropriately.	16	8	50%
			d. others...	16	0	0%
Lacks	4.	So far, my speaking skills proficiency is at the level of...	a. beginner, being able to communicate in the daily context.	16	5	31.25%
			b. pre-intermediate, being able to communicate in the daily context and certain kind of discourse.	16	11	68.75%
			c. intermediate, being able to communicate in any kinds of discourse.	16	0	0%
			d. advanced, being able to communicate in any discourse fluently and accurately.	16	0	0%
	5.	The difficulty I have when listening to	a. I don't understand what the speaker is	16	12	75%

		English texts is...	saying due to the limited number of vocabulary mastery.			
			b. I don't understand the patterns (formulas of tenses) that the speaker is using.	16	8	50%
			c. others...	16	4	25%
	6.	When speaking English, I have difficulty in...	a. expressing particular meaning due to the limited number of vocabulary mastery.	16	14	87.50%
			b. expressing particular language functions.	16	8	50%
			c. describing particular terms, especially terms in accounting.	16	5	31.25%
			d. memorizing the patterns (formulas of tenses).	16	12	75%
			e. others...	16	0	0%
Wants	7.	I learn English in English Tutorial Program to makes me...	a. able to master vocabularies, both general vocabularies and vocabularies related to accounting.	16	14	87.50%
			b. able to master grammar so that I can speak appropriately.	16	12	75%
			c. able to use any kind of words, sentences, and	16	8	50%

			expressions to communicate well.			
			d. able to use formal or informal expressions to communicate well.	16	5	31.25%
			e. others...	16	0	0%
<b>Learning Needs</b>						
Input	8.	For listening input, I wish to have...	a. dialogue or monologue about situational conversation.	16	12	75%
			b. dialogue or monologue related to the topic of the unit.	16	13	81.25%
			c. dialogue or monologue taken from radio or television.	16	3	18.75%
			d. dialogue and monologue taken from the internet.	16	8	50%
			e. others...	16	0	0%
	9.	The length of listening input texts I wish to have is in the length of...	a. < 2 minutes.	16	5	31.25%
			b. 2 minutes.	16	10	32.50%
			c. 3 minutes.	16	12	75%
			d. 4 minutes.	16	8	50%
			e. > 4 minutes.	16	4	25%
	10.	For speaking input, I wish to have...	a. dialogue about situational conversation.	16	10	52.50%
			b. dialogue related to the topic of the unit.	16	14	87.50%
			c. dialogue taken from newspaper or magazine.	16	5	31.25%
			d. dialogue taken from the internet.	16	7	43.75%

	11.	The topics I wish to learn are (choose four)...	e. others...	16	0	0%
			a. economy	16	6	37.50%
			b. company and organization	16	8	50%
			c. currency and money	16	8	50%
			d. business and finance	16	14	87.50%
			e. investment	16	10	62.50%
			f. jobs in accounting	16	12	75%
			g. equipment in the office	16	9	56.25%
			h. others...	16	0	0%
	12.	Language functions that I want to learn are (choose four)...	a. asking for someone's opinion and giving opinion	16	10	62.50%
			b. asking for and giving explanation	16	11	68.75%
			c. describing things and concepts	16	5	31.25%
			d. making, accepting, declining, and rescheduling appointment	16	14	87.50%
			e. making, accepting, and declining invitation	16	10	62.50%
			f. explaining procedure	16	12	75%
			g. asking for and giving advice	16	13	81.25%
			h. asking for clarification and correcting someone	16	8	50%
			i. discussing and presenting	16	6	37.50%
			j. others...	16	0	0%
	13.	I think the	a. very helpful	16	12	75%

Procedures	14.	availability of relevant pictures in the materials is...	b. quite helpful	16	4	25%
			c. helpful	16	0	0%
			d. not helpful	16	0	0%
		For listening activity, I like to...	a. listen to a dialogue or monologue and then discuss the content of the dialogue or monologue.	16	7	43.75%
			b. listen to a dialogue or monologue and then complete the missing information of the dialogue or monologue.	16	12	75%
			c. listen to a dialogue or monologue and then identify expressions used in the dialogue or monologue.	16	10	62.50%
			d. listen to a dialogue or monologue and then identify sentence structure in the dialogue or monologue.	16	8	50%
			e. listen to a dialogue or monologue and then decide whether a statement is true/false based on the dialogue or monologue.	16	14	87.50%
			f. listen to a dialogue or monologue and	16	13	81.25%

			then answer questions based on the dialogue or monologue orally.			
			g. listen to a dialogue or monologue and then answer questions based on the dialogue or monologue in written form.	16	10	62.50%
			h. listen to a dialogue or monologue and then summarize the dialogue or monologue.	16	6	37.50%
			i. listen to a dialogue or monologue and then complete the information in a table or diagram.	16	11	68.75%
			j. listen to a dialogue or monologue and then arrange the sentences or pictures into a good order.	16	12	75%
			k. others...	16	0	0%
	15.	For speaking activity, I like to...	a. study a dialogue, act out the dialogue and answer questions based on the dialogue orally.	16	14	87.50%
			b. act out a dialogue in pairs.	16	15	93.75%
			c. make a dialogue based on	16	8	50%



			provided pictures and act it out.			
			d. make a dialogue based on given information and act it out.	16	10	62.50%
			e. do role-play.	16	8	50%
			f. exchange information with friends in a group.	16	9	56.25%
			g. do drama and story-telling.	16	5	31.25%
			h. discuss certain topics.	16	7	43.75%
			i. do problem solving activity.	16	8	50%
			j. others...	16	0	0%
	16.	For vocabulary activity, I like to...	a. match English words with their meaning or description in English.	16	14	87.50%
			b. translate English words based on the context of the text.	16	9	56.25%
			c. translate English words and terms using the dictionary.	16	12	75%
			d. complete sentence or paragraph using provided words.	16	12	75%
			e. complete sentence or paragraph using my own words.	16	6	37.50%
			f. identify parts of speech in a text.	16	6	37.50%
			g. others...	16	0	0%
	17.	For grammar activity, I like to...	a. identify and correct sentence errors.	16	10	62.50%

			b. write sentences based on the patterns that have been learned.	16	12	75%
			c. identify and correct a paragraph with the correct grammar forms.	16	8	50%
			d. complete sentences using the correct grammar	16	14	87.50%
			e. others...	16	0	0%
	18.	For pronunciation activity, I like to...	a. repeat after the teacher.	16	16	100%
			b. be given phonetic transcriptions of difficult words.	16	10	62.50%
			c. others...	16	0	0%
Setting	19.	I prefer to accomplish the tasks...	a. individually	16	6	37.50%
			a. in pairs	16	14	87.50%
			b. in groups	16	8	50%
			c. others...	16	0	0%
Teacher Role	20.	In accomplishing the tasks, I expect the teacher to be a ...	a. controller.	16	4	25%
			b. organizer.	16	10	62.50%
			c. prompter.	16	7	43.75%
			d. resource.	16	5	31.25%
			e. tutor.	16	13	81.25%
			f. observer.	16	5	31.25%
			g. others...	16	0	0%
Learner Role	21.	In accomplishing the tasks, I expect to have the role as a...	a. group participant.	16	10	62.50 %
			b. monitor.	16	3	18.75%
			c. risk-taker and innovator.	16	8	50.00%
			d. others...	16	0	0%

## COURSE GRID

Unit	Topic	Title	Language Functions	Vocabulary	Pronunciation	Grammar	Activities																		
I	Jobs in Accounting	Could You Explain What an Accountant is?	<p><b>Asking for explanation</b></p> <p>The examples of expression to ask for information are as follows.</p> <ul style="list-style-type: none"><li>• Could you explain...?</li><li>• Could you tell me...?</li><li>• Please explain to me...</li><li>• Why/how is it that?</li><li>• I don't understand...</li><li>• Would you mind telling me ...?</li><li>• Do you know ...?</li><li>• Where/when/how can I ...?</li><li>• Something else I'd like to know is ....</li></ul> <p><b>Giving explanation</b></p> <p>The examples of expression to give information are as follows.</p> <ul style="list-style-type: none"><li>• May I explain ...?</li><li>• Taking into account, it was clear that...</li><li>• The most important</li></ul>	abreast account acquisition actuary assurance assure awareness audit bookkeeping budget calculate candidate compliance determine diverse fair fraud fund income likelihood matter payroll pension provide rage record	<p><b>Digraphs</b></p> <p>Digraphs are two letters which represent one sound in a word.</p> <p><b>Consonant digraph</b></p> <p>Consonant digraph is different from a consonant blend. A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend.</p> <table><tr><td>ck</td><td>/k/</td><td>kick</td></tr><tr><td>ch</td><td>/tʃ/ /k/ /ʃ/</td><td>change technique machine</td></tr><tr><td>gh</td><td>/g/ /f/</td><td>ghost cough</td></tr><tr><td>ng</td><td>/ŋ/</td><td>sing</td></tr><tr><td>Ph</td><td>/f/</td><td>phone</td></tr><tr><td>qu</td><td>/kw/ /k/</td><td>queen In a word</td></tr></table>	ck	/k/	kick	ch	/tʃ/ /k/ /ʃ/	change technique machine	gh	/g/ /f/	ghost cough	ng	/ŋ/	sing	Ph	/f/	phone	qu	/kw/ /k/	queen In a word	<p><b>Correlative conjunctions</b></p> <p>Correlative conjunction is a paired conjunction that links balanced words, phrases, and clauses. They always travel in pairs, joining various sentence elements that should be treated as grammatically equal.</p> <ul style="list-style-type: none"><li>• both... and....</li><li>• not only... but also....</li><li>• not... but....</li><li>• either... or....</li><li>• neither... nor....</li><li>• whether... or....</li><li>• as... as....</li></ul> <p>Other pairs that sometimes have a coordinating function include the following:</p>	<p><b>Pre-task</b></p> <ol style="list-style-type: none"><li>1. Introducing the topic through mind-mapping</li><li>2. Introducing the topic through brainstorming</li><li>3. Finding the meaning/equivalents of words that will be found in the next task</li></ol> <p><b>Task cycle</b></p> <ul style="list-style-type: none"><li>• Task</li></ul> <ol style="list-style-type: none"><li>4. Listening to a dialogue and stating whether the statement is true or false based on the dialogue</li><li>5. Listening to the dialogue in Task 4 again and completing</li></ol>
ck	/k/	kick																							
ch	/tʃ/ /k/ /ʃ/	change technique machine																							
gh	/g/ /f/	ghost cough																							
ng	/ŋ/	sing																							
Ph	/f/	phone																							
qu	/kw/ /k/	queen In a word																							

		<p>point seems to me that...</p> <ul style="list-style-type: none"><li>• It seems obvious that...</li><li>• It is important that...</li><li>• I'm sure that...</li><li>• Let me explain you why...</li><li>• As you can see that...</li><li>• What you have to do is...</li><li>• That's because ...</li><li>• All I can say is...</li></ul>	<p>reliable risky role shareholder spend supervise tax waste</p>	<table><tr><td></td><td></td><td>ending in – que (antique) or at the beginning of some borrowed words (quiche)</td></tr><tr><td>sh</td><td>/ʃ/</td><td>ship, cash</td></tr><tr><td>th</td><td>/θ/ /ð/</td><td>bath brother</td></tr><tr><td>wh</td><td>/w/ /h/</td><td>what who</td></tr></table> <p><b>Vowel digraphs</b> Vowel digraphs are letter combinations in which the two vowels together make a single sound. (Some, like ‘au’ or ‘oi,’ are also diphthongs, in which the combination contains the basic sounds of both vowels, but they glide together to make one sound.)</p> <table><tr><td>ai</td><td>/eɪ/</td><td>train</td></tr><tr><td>ea</td><td>/i:/</td><td>dream</td></tr></table>			ending in – que (antique) or at the beginning of some borrowed words (quiche)	sh	/ʃ/	ship, cash	th	/θ/ /ð/	bath brother	wh	/w/ /h/	what who	ai	/eɪ/	train	ea	/i:/	dream	<ul style="list-style-type: none"><li>• ...as...as....</li><li>• ... just as... so....</li><li>• The more... the less....</li><li>• The more... the more....</li><li>• ... no sooner... than....</li><li>• ...so...as...</li><li>• ...whether... or....</li></ul>	<p>the information in a table, then having a class discussion</p> <ol style="list-style-type: none"><li>6. Studying a dialogue, answering W/H questions and acting out the dialogue</li><li>7. Studying the explanation about digraphs and checking pronunciation</li><li>8. Matching types of job with their descriptions</li><li>• Planning</li><li>9. Studying the explanation about the expressions of asking for and giving explanation</li><li>10. Completing a dialogue using provided words/phrase in</li></ol>
		ending in – que (antique) or at the beginning of some borrowed words (quiche)																						
sh	/ʃ/	ship, cash																						
th	/θ/ /ð/	bath brother																						
wh	/w/ /h/	what who																						
ai	/eɪ/	train																						
ea	/i:/	dream																						

					<table><tr><td></td><td>/eɪ/ /e/ /ɜː/ /eə/ /ɪə/ /ɑː/</td><td>break ready learn bear near heart</td></tr><tr><td>ee</td><td>/iː/ /ɪ/</td><td>tree week</td></tr><tr><td>ei</td><td>/iː/ /aɪ/ /eɪ/</td><td>receive height eight</td></tr><tr><td>ie</td><td>/aɪ/ /e/ /iː/ /ɪə/</td><td>die friend believe pierce</td></tr><tr><td>oa</td><td>/əʊ/ /ɔː /</td><td>goal abroad</td></tr><tr><td>ou</td><td>/əʊ/ /aʊ/ /ʌ/ /uː/ /ʊ/ /ɔː/</td><td>shoulder house double soup cough bought</td></tr><tr><td>ue</td><td>/uː/ /juː/</td><td>blue value</td></tr><tr><td>ui</td><td>/uː/ /juː/ /ɪ/ /aɪ/</td><td>fruit suit building guide</td></tr></table>		/eɪ/ /e/ /ɜː/ /eə/ /ɪə/ /ɑː/	break ready learn bear near heart	ee	/iː/ /ɪ/	tree week	ei	/iː/ /aɪ/ /eɪ/	receive height eight	ie	/aɪ/ /e/ /iː/ /ɪə/	die friend believe pierce	oa	/əʊ/ /ɔː /	goal abroad	ou	/əʊ/ /aʊ/ /ʌ/ /uː/ /ʊ/ /ɔː/	shoulder house double soup cough bought	ue	/uː/ /juː/	blue value	ui	/uː/ /juː/ /ɪ/ /aɪ/	fruit suit building guide	<p>pairs</p> <ul style="list-style-type: none"><li>Report Acting out the dialogue in Task 11</li></ul> <p><b>Language focus</b></p> <ul style="list-style-type: none"><li>Analysis: 11. Listening to a monologue and analysing the sentences that contain conjunctions, identifying the conjunctions and answering W/H questions to check the comprehension 12. Studying the explanation about correlative conjunctions</li><li>Practice: 13. Making a dialogue based on provided situations using expressions of</li></ul>
	/eɪ/ /e/ /ɜː/ /eə/ /ɪə/ /ɑː/	break ready learn bear near heart																												
ee	/iː/ /ɪ/	tree week																												
ei	/iː/ /aɪ/ /eɪ/	receive height eight																												
ie	/aɪ/ /e/ /iː/ /ɪə/	die friend believe pierce																												
oa	/əʊ/ /ɔː /	goal abroad																												
ou	/əʊ/ /aʊ/ /ʌ/ /uː/ /ʊ/ /ɔː/	shoulder house double soup cough bought																												
ue	/uː/ /juː/	blue value																												
ui	/uː/ /juː/ /ɪ/ /aɪ/	fruit suit building guide																												

							asking for and giving explanation and correlative conjunctions and then acting out the dialogue
II	Business	Could We Meet to Discuss Our Project?	<b>Making an appointment</b> The examples of expression to make an appointment are as follows. <ul style="list-style-type: none"> <li>• I would like to make an appointment with...</li> <li>• When will it be convenient for you?</li> <li>• Could we get together and talk about this?</li> <li>• Is there a good time for us to get together?</li> <li>• If possible, I'd like to come by and see you tomorrow.</li> <li>• Shall we say 9:30 on Monday?</li> <li>• What time would suit you?</li> <li>• Is Thursday possible for you</li> <li>• How/what about</li> </ul>	against appointment arrange arrangement attend available avoid base change convenient enough exact free freelance hold inconvenient invitation manage portfolio possible prefer project promptly	<b>Silent letters</b> <b>• Silent vowels</b> a: aisle, team, boat e: great, pie, toe e: lime, stove, pale i: receive, believe o: people, jeopardy u: laugh, guess <b>• Silent consonant</b> b: comb, debt c: black, science d: bridge, ledge f: stuff, staff g: foreign, sign h: school, ghost k: knee, knife l: swell, tall m: mnemonics n: column, solemn p: pneumonia, receipt s: fuss, press t: depot, watch w: answer. Shadow	<b>Gerund</b> Gerunds are verb forms used as nouns.  <b>We can use a gerund after the following verbs:</b> acknowledge admit anticipate admit advise allow anticipate appreciate avoid celebrate consider confess contemplate defer delay deny	<b>Pre-task</b> 1. Introducing the topic through a picture by writing questions about what the person in the picture is probably asking 2. Matching pictures with the sentences that explain what people in the picture are doing in pairs 3. Finding the meaning or equivalents of words that will be found in the next task  <b>Task cycle</b>

		<p>Monday evening?</p> <ul style="list-style-type: none"> <li>• Are you available on...?</li> <li>• Can I meet...?</li> </ul> <p><b>Accepting an appointment</b> The examples of expression to accept an appointment are as follows.</p> <ul style="list-style-type: none"> <li>• I look forward to meeting you on ....</li> <li>• Yes. I can make it on ....</li> <li>• Sure, that's fine with me.</li> <li>• Yes, 10:30 suits me fine.</li> <li>• See you on Monday in the afternoon.</li> <li>• It'll be nice meeting for me.</li> <li>• I'll be there at that time.</li> <li>• That would be great.</li> <li>• All right.</li> <li>• OK with me.</li> </ul> <p><b>Declining an appointment</b> The examples of expression to decline an appointment are as follows.</p> <ul style="list-style-type: none"> <li>• No, I'm afraid</li> <li>• No, I'm afraid I've got</li> </ul>	<p>purpose reschedule silent schedule slightly suit supervisor supplier suppose unable unforeseen unfortunately urgent wonder</p>	<p>z: jazz, buzz</p> <ul style="list-style-type: none"> <li>• <b>Silent digraph</b> gh: high, daughter</li> <li>• <b>Base words</b> Some silent letters are sounded when other word forms are created. Sign (silent letter g) Bomb (silent letter b) Solemn (silent letter n)</li> </ul>	<p>detest dislike dread defend discontinue discuss dispute endure enjoy entail escape excuse explain fancy finish forgive fear feign finish imagine keep loathe mean mention mind miss necessitate omit permit picture</p>	<ul style="list-style-type: none"> <li>• Task</li> </ul> <ol style="list-style-type: none"> <li>4. Listening to a dialogue and stating whether the statement is true or false based on the dialogue</li> <li>5. Listening to the dialogue in Task 4 again and arranging the sentences into a good procedure</li> <li>6. Studying a dialogue, answering W/H questions and acting out the dialogue in pairs</li> <li>7. Studying the explanation about silent vowels, silent consonants, silent digraphs, and base words and checking</li> </ol>
--	--	---	---	--	--	--

		<p>another appointment.</p> <ul style="list-style-type: none"> <li>• It doesn't suit me at all.</li> <li>• I'm afraid I can't manage our Meeting on Monday morning</li> <li>• I'm sorry. I'm tied up all day.</li> <li>• I'm awfully sorry, but I have another appointment.</li> <li>• I wish I could, but....</li> <li>• I'd really like to, but....</li> <li>• I won't be able to make it on...</li> <li>• Sorry, I've already made an appointment for Saturday.</li> <li>• I'm sorry, I can't</li> <li>• I don't think I can make it.</li> </ul> <p><b>Rescheduling an appointment</b> The examples of expression to reschedule an appointment are as follows.</p> <ul style="list-style-type: none"> <li>• Could we arrange another time?</li> <li>• Would it be possible to</li> </ul>			<p>postpone practice prevent pardon propose recall recollect remember report resent resist risk suggest recall recollect recommend report resent resist resume risk shirk shun stop suggest support tolerate understand urge warrant</p>	<p>pronunciation</p> <ul style="list-style-type: none"> <li>• Planning</li> </ul> <p>8. Studying the explanation about the expressions of making, accepting, declining, and rescheduling an appointment.</p> <p>9. Completing a dialogue using the expressions in Task 8 in pairs</p> <ul style="list-style-type: none"> <li>• Report Acting out the dialogue in Task 9</li> </ul> <p><b>Language focus</b></p> <ul style="list-style-type: none"> <li>• Analysis:</li> </ul> <p>10. Listening to a monologue and numbering the picture based on the monologue</p> <p>11. Listening to a monologue, writing down</p>
--	--	---	--	--	--	--



			<p>arrange another time later in this week?</p> <ul style="list-style-type: none"> <li>• I'm afraid that I have to cancel our meeting on Wednesday, as something urgent has come up.</li> <li>• You know we were going to meet next Friday? Well, I'm sorry, but something unexpected has come up.</li> <li>• I'm afraid that I'm not going to be able to meet you after all. Can we fix another time?</li> <li>• Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.</li> </ul>				<p>the important information, and answering questions</p> <p>12. Studying the explanation about gerund</p> <ul style="list-style-type: none"> <li>• Practice:</li> </ul> <p>13. Making a dialogue based on provided situations and acting out the dialogue</p>
III	Equipment in the office	First of All, Switch the Power On	<p><b>Procedure</b></p> <p>The examples of expression to give instruction are as follows.</p> <ul style="list-style-type: none"> <li>• I thought it would be useful to give you the instruction to...</li> </ul>	<p>acquire</p> <p>adjust</p> <p>assist</p> <p>beep</p> <p>button</p> <p>cartridge</p>	<p><b>Minimal pairs</b></p> <p>A minimal pair is a pair of words that differ in a single phoneme. Minimal pairs are often used to show that two sounds contrast in a language</p>	<p><b>Article a/an VS the</b></p> <p><b>Article a/an is used</b></p> <ul style="list-style-type: none"> <li>• to talk about one particular person or thing, when the listener/reader does</li> </ul>	<p><b>Pre-task</b></p> <p>1. Introducing the topic through identifying items usually found in the office</p>

			<ul style="list-style-type: none"> <li>• It'll take about 10 minutes to explain the procedure to....</li> <li>• The steps are....</li> <li>• I'd like to show you how to ....</li> <li>• The first/second/third step is....</li> <li>• First of all, you need to....</li> <li>• The first thing you have to do is....</li> <li>• After you've done that, you ....</li> <li>• The next thing to do is ...</li> <li>• Make sure you remember to ....</li> <li>• Be careful not to ....</li> <li>• Firstly, ...</li> <li>• First of all, ...</li> <li>• The first step is....</li> <li>• The first stage is....</li> <li>• To begin with,</li> <li>• Initially,</li> <li>• Beforehand, ...</li> <li>• Before this, ...</li> <li>• Previously, ...</li> <li>• Prior to this, ...</li> <li>• Earlier, ...</li> <li>• At the same time, ...</li> </ul>	consider console contain cord corner device ensure equipment etiquette facedown icon indicate ink intuitive jack lid mark necessary noise notice object onto operate outline plenty plug press prompt	<b>Vowel sounds</b> <ul style="list-style-type: none"> <li>• /ɪ/ and /i:/ (sit and seat)</li> <li>• /e/ and /ɪ/ (desk and disk)</li> <li>• /e/ and /eɪ/ (wet and wait)</li> <li>• æ/ and /ʌ/ (bat and but)</li> <li>• /əʊ/ and /ɔ:/ (so and saw)</li> <li>• /ɒ/ and /əʊ/ (not and note)</li> <li>• /æ/ and /e/ (bad and bed)</li> <li>• /ɑ:/ and /ɜ:/ (fast and first)</li> </ul> <b>Consonant sounds</b> <ul style="list-style-type: none"> <li>• /b/ and /v/ (berry and very)</li> <li>• /b/ and /p/ (buy and pie)</li> <li>• /n/ and /ŋ/ (thin and thing)</li> <li>• /l/ and /r/ (alive and arrive)</li> <li>• /ʃ/ and /t/ (catch and cat)</li> <li>• /s/ and /ʃ/ (sea and she)</li> <li>• /f/ and /v/ (fan and van)</li> </ul>	not know which one is meant, or when it does not matter which one. <ul style="list-style-type: none"> <li>• to talk about one member of a class (job)</li> <li>• to classify people and things to say what class, group, or type they belong to.</li> <li>• to identify what something/someone is, or what something/someone is like.</li> <li>• after certain adverbs or adjectives.</li> <li>• before noun qualifiers.</li> <li>• with proper names.</li> <li>• after <i>so</i> or <i>too</i> + <i>an adjective</i> + <i>a singular noun</i>. after <i>such</i> and <i>waste</i></li> </ul> <b>Article <i>the</i> is used</b> <ul style="list-style-type: none"> <li>• when the listener knows which thing</li> </ul>	2. Classifying words or phrases into different categories 3. Finding the meaning or equivalents of words that will be found in the next task <b>Task cycle</b> <ul style="list-style-type: none"> <li>• Task</li> </ul> 4. Listening to a dialogue and stating whether the statement is true or false 5. Listening to the dialogue in Task 4 and arranging the sentences based on the recording 6. Listening to a monologue and numbering pictures based on the recording 7. Studying a
--	--	--	--	--	--	---	--

			<ul style="list-style-type: none"> <li>• During...</li> <li>• Simultaneously, ...</li> <li>• When this happens, ...</li> <li>• While ...</li> <li>• Secondly, ...</li> <li>• Thirdly, ...</li> <li>• After this, ...</li> <li>• The next step is...</li> <li>• Next, ...</li> <li>• The next step is...</li> <li>• Subsequently, ...</li> <li>• In the following stage, ...</li> <li>• Later, ...</li> <li>• Following this, ...</li> <li>• As soon as ...</li> <li>• Eventually, ...</li> <li>• ... until ...</li> <li>• Lastly, ...</li> <li>• ... finishes with ...</li> <li>• Finally, ...</li> <li>• In the last stage, ...</li> <li>• The last stage is ...</li> </ul>	properly receive recognize require select step through toner tray	<ul style="list-style-type: none"> <li>• /f/ and /h/ (fat and hat)</li> <li>• /f/ and /θ/ (free and three)</li> <li>• /s/ and /θ/ (sing and thing)</li> <li>• /ð/ and /z/ (with and whizz)</li> <li>• /dʒ/ and /z/ (page and pays)</li> <li>• /d/ and /dʒ/ (bad and badge)</li> </ul> <p><b>Initial consonant sounds</b></p> <ul style="list-style-type: none"> <li>• /f/ and /p/ (fast and past)</li> <li>• /k/ and /g/ (came and game)</li> <li>• /t/ and /d/ (two and do)</li> </ul> <p><b>Final consonant sounds</b></p> <ul style="list-style-type: none"> <li>• /k/ and /g/ (back and bag)</li> <li>• /m/ and /n/ (am and an)</li> <li>• /t/ and /d/ (hat and had)</li> </ul>	the speaker means. <ul style="list-style-type: none"> <li>• when there is only one of something.</li> <li>• before <i>sea, sky, ground, country</i>, objects in manmade environment of the home and the community, physical environment.</li> <li>• before <i>cinema, theater, radio, television</i>.</li> <li>• to talk about a type of plant, animal, tree, etc.</li> <li>• before a noun introduced previously.</li> <li>• before the superlatives of adjectives.</li> <li>• before ordinal numbers.</li> <li>• before adjectives in a time or space sequence.</li> <li>• in older aphoristic constructions.</li> </ul>	dialogue, answering W/H questions and acting out the dialogue 8. Studying the explanation about minimal pairs and checking pronunciation <ul style="list-style-type: none"> <li>• Planning</li> </ul> 9. Studying the explanation about the expressions to explain procedure 10. Completing a dialogue using the expressions in Task 9 <ul style="list-style-type: none"> <li>• Report Acting out the dialogue in Task 10</li> </ul> <p><b>Language focus</b></p> <ul style="list-style-type: none"> <li>• Analysis:</li> </ul> 11. Listening to a monologue,
--	--	--	--	---	---	--	---

						<ul style="list-style-type: none"> <li>• before names composed entirely or partially of common nouns referring to a political union or Brainstorming for ideas</li> <li>• before plural names: continents, countries, mountain ranges, groups of islands, groups of lake, all bodies of water except lakes and bays, desserts, forests, peninsulas, and archipelagos, and points of the globe.</li> </ul>	<p>writing down the important points and answering W/H questions to check the comprehension</p> <p>12. Studying the explanation about article <i>a/an</i> and <i>the</i></p> <ul style="list-style-type: none"> <li>• Practice:</li> </ul> <p>13. Making a dialogue based on provided situations and acting out the dialogue</p>
IV	Investment	I Need Some Advice on This Investment	<b>Asking for advice</b> The examples of expression to ask for advice are as follows. <ul style="list-style-type: none"> <li>• Can you give me some useful advice?</li> <li>• Do you think that I should...?</li> <li>• If you were me what would you do?</li> </ul>	amount benefit bond bounce cheap chuck crash credit currency cyclical	<b>Contractions</b> Contractions occur when two words combine to the extent that the two are pronounce as one word, or one syllable. These have, for the most parts, been conventionalized in written language. Common examples are as	<b>‘used to + infinitive’ and ‘be/get used to’</b>  <b>used to+infinitive</b> <ul style="list-style-type: none"> <li>• We use <i>used to</i> to talk about things that happened in the past – actions or states – that no longer happen now.</li> </ul>	<b>Pre-task</b> <ol style="list-style-type: none"> <li>1. Introducing the topic through mind-mapping</li> <li>2. Introducing the topic through thinking of questions to ask</li> <li>3. Finding the meaning or</li> </ol>

		<ul style="list-style-type: none"><li>• What do you advise me to do?</li><li>• What do you suggest?</li><li>• What do you think I should do?</li><li>• What should I do?</li><li>• What would you do ( in this situation)?</li><li>• What would you do if you were me?</li></ul> <p><b>Giving advice</b> The examples of expression to give advice are as follows.</p> <ul style="list-style-type: none"><li>• Don't you think it would be better to ....</li><li>• Have you thought about....?</li><li>• Have you tried...?</li><li>• I don't think you should...</li><li>• I think you should ....</li><li>• If I were in your position, I would...</li><li>• If I were in your shoes, I would...</li><li>• If I were you, I would...</li><li>• I'm sure you ought to ....</li><li>• My advice would be to</li></ul>	daunting debt dell demand depend dip diversification diversity drop earn effort emergency exchange fee financial focus fund goal inflation interest loan lose negotiation net potential product profit property prospective purchase	<p>follows.</p> <table><tr><td>aren't</td><td>are not</td></tr><tr><td>can't</td><td>cannot</td></tr><tr><td>couldn't</td><td>could not</td></tr><tr><td>didn't</td><td>did not</td></tr><tr><td>doesn't</td><td>does not</td></tr><tr><td>don't</td><td>do not</td></tr><tr><td>hadn't</td><td>had not</td></tr><tr><td>hasn't</td><td>has not</td></tr><tr><td>haven't</td><td>have not</td></tr><tr><td>he'd</td><td>he had; he would</td></tr><tr><td>he'll</td><td>he will; he shall</td></tr><tr><td>he's</td><td>he is; he has</td></tr><tr><td>I'd</td><td>I had; I would</td></tr><tr><td>I'll</td><td>I will; I shall</td></tr><tr><td>I'm</td><td>I am</td></tr><tr><td>I've</td><td>I have</td></tr><tr><td>isn't</td><td>is not</td></tr><tr><td>it's</td><td>it is; it has</td></tr><tr><td>let's</td><td>let us</td></tr><tr><td>mightn't</td><td>might not</td></tr><tr><td>mustn't</td><td>must not</td></tr><tr><td>shan't</td><td>shall not</td></tr></table>	aren't	are not	can't	cannot	couldn't	could not	didn't	did not	doesn't	does not	don't	do not	hadn't	had not	hasn't	has not	haven't	have not	he'd	he had; he would	he'll	he will; he shall	he's	he is; he has	I'd	I had; I would	I'll	I will; I shall	I'm	I am	I've	I have	isn't	is not	it's	it is; it has	let's	let us	mightn't	might not	mustn't	must not	shan't	shall not	<ul style="list-style-type: none"><li>• The negative is <i>didn't use to</i> and questions are formed with <i>Did you use to ...?</i></li><li>• There is no present tense equivalent of <i>used to</i>. To talk about present habits we use the present simple and an adverb of frequency (<i>usually, always, often, never, etc.</i>)</li></ul> <p><b>‘be/get used to’</b></p> <ul style="list-style-type: none"><li>• If you are used to something, you are accustomed to it – you don’t find it unusual. If you get used to something or you are getting used to something you are becoming accustomed to it – it was strange, now it’s not so strange.</li><li>• Both <i>be used to</i> and <i>get used to</i> are</li></ul>	<p>equivalents of words that will be found in the next task</p> <p><b>Task cycle</b></p> <ul style="list-style-type: none"><li>• Task</li></ul> <ol style="list-style-type: none"><li>4. Listening to a dialogue and stating whether the statement is true or false based on the dialogue</li><li>5. Listening to the dialogue in Task 4 again and writing down the important information, then having a class discussion</li><li>6. Listening to a dialogue and completing the missing information of the dialogue</li><li>7. Studying a dialogue,</li></ol>
aren't	are not																																																	
can't	cannot																																																	
couldn't	could not																																																	
didn't	did not																																																	
doesn't	does not																																																	
don't	do not																																																	
hadn't	had not																																																	
hasn't	has not																																																	
haven't	have not																																																	
he'd	he had; he would																																																	
he'll	he will; he shall																																																	
he's	he is; he has																																																	
I'd	I had; I would																																																	
I'll	I will; I shall																																																	
I'm	I am																																																	
I've	I have																																																	
isn't	is not																																																	
it's	it is; it has																																																	
let's	let us																																																	
mightn't	might not																																																	
mustn't	must not																																																	
shan't	shall not																																																	

			<p>....</p> <ul style="list-style-type: none"><li>• Why don't you....?</li><li>• You had better ....</li><li>• You should ....</li><li>• You'd better ....</li><li>• Your only option is to....</li></ul>	<p>rate reasonable reckon retirement risk sale share stash stock suit trade value way</p>	<table><tr><td>she'd</td><td>she had; she would</td></tr><tr><td>she'll</td><td>she will; she shall</td></tr><tr><td>she's</td><td>she is; she has</td></tr><tr><td>shouldn't</td><td>should not</td></tr><tr><td>that's</td><td>that is; that has</td></tr><tr><td>there's</td><td>there is; there has</td></tr><tr><td>they'd</td><td>they had; they would</td></tr><tr><td>they'll</td><td>they will; they shall</td></tr><tr><td>they're</td><td>they are</td></tr><tr><td>they've</td><td>they have</td></tr><tr><td>we'd</td><td>we had; we would</td></tr><tr><td>we're</td><td>we are</td></tr><tr><td>we've</td><td>we have</td></tr><tr><td>weren't</td><td>were not</td></tr><tr><td>what'll</td><td>what will; what shall</td></tr><tr><td>what're</td><td>what are</td></tr><tr><td>what's</td><td>what is; what has</td></tr><tr><td>what've</td><td>what have</td></tr><tr><td>where's</td><td>where is;</td></tr></table>	she'd	she had; she would	she'll	she will; she shall	she's	she is; she has	shouldn't	should not	that's	that is; that has	there's	there is; there has	they'd	they had; they would	they'll	they will; they shall	they're	they are	they've	they have	we'd	we had; we would	we're	we are	we've	we have	weren't	were not	what'll	what will; what shall	what're	what are	what's	what is; what has	what've	what have	where's	where is;	<p>followed by a noun (or pronoun) or the gerund.</p> <ul style="list-style-type: none"><li>• <i>Be/get used to</i> can be used with past, present and future tenses.</li><li>• In all of the above examples <i>be</i> or <i>get used to</i> can be replaced by <i>be</i> or <i>become accustomed to</i> which is very similar in meaning, if a little more formal.</li></ul>	<p>answering W/H questions and acting out the dialogue</p> <p>8. Studying the explanation about constructions and checking pronunciation</p> <ul style="list-style-type: none"><li>• Planning</li></ul> <p>9. Studying the explanation about the expressions of asking for and giving advice</p> <p>10. Completing a dialogue using the expressions in Task 9</p> <ul style="list-style-type: none"><li>• Report Acting out the dialogue in Task 10</li></ul> <p><b>Language focus</b></p> <ul style="list-style-type: none"><li>• Analysis:</li></ul> <p>11. Listening to a monologue, writing down</p>
she'd	she had; she would																																												
she'll	she will; she shall																																												
she's	she is; she has																																												
shouldn't	should not																																												
that's	that is; that has																																												
there's	there is; there has																																												
they'd	they had; they would																																												
they'll	they will; they shall																																												
they're	they are																																												
they've	they have																																												
we'd	we had; we would																																												
we're	we are																																												
we've	we have																																												
weren't	were not																																												
what'll	what will; what shall																																												
what're	what are																																												
what's	what is; what has																																												
what've	what have																																												
where's	where is;																																												

						where has		the important information, and answering W/H questions to check the comprehension 12.Studying the explanation of <i>used to</i> + <i>infinitive</i> and <i>be/get used to</i> 13.Practice: Making a dialogue based on provided situations and acting out the dialogue
					who'd	who had; who would		
					who'll	who will; who shall		
					who're	who are		
					who's	who is; who has		
					who've	who have		
					won't	will not		
					wouldn't	would not		
					you'd	you had; you would		
					you'll	you will; you shall		
					you're	you are		
					you've	you have		

# **APPENDIX C**

## **THE COURSE GRID**



## **APPENDIX D**

# **THE FIRST DRAFT OF THE MATERIALS**

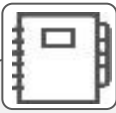
## COULD YOU EXPLAIN WHAT AN ACCOUNTANT IS?



Picture 1.1

<http://www.number-factory.co.uk/>

If you don't know how to do something or what something is, you need to ask others to explain them. Do you know how to ask for explanation? If others need you to explain something to them, you also need to explain it well. Do you know how to give explanation? Learn those through challenging activities in this unit.

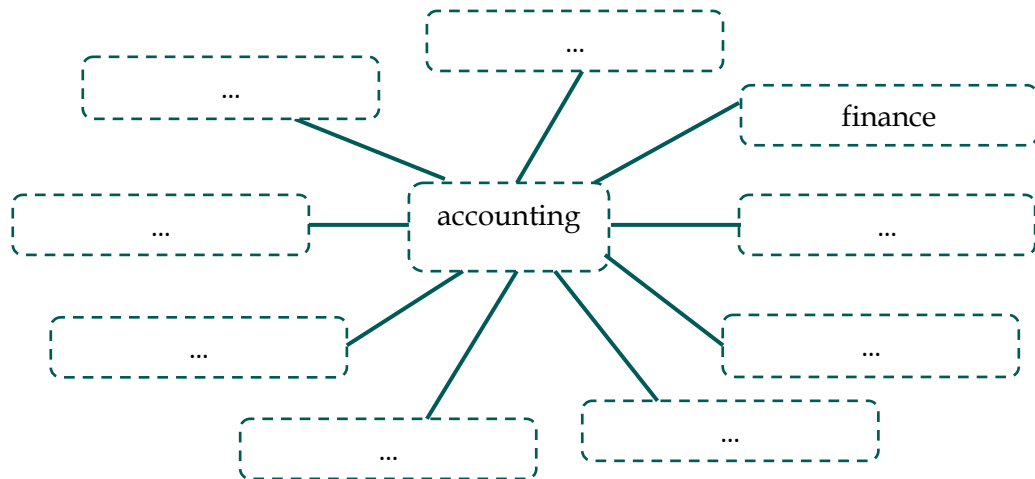


## A. PRE-TASK



### TASK 1

What do you think of when you hear/read the word *accounting*?  
Write your ideas in the boxes below.



### TASK 2

Work in pairs and study the pictures below. What do they do?  
What are they doing?

1.



Picture 1.2

<http://images.wisegeek.com/>

She is a/an \_\_\_\_\_.  
Her jobs are \_\_\_\_\_.

---

---

---

---

---

---

---

2.



Picture 1.3

<http://www.moneycatapult.com/>

---

---

---

---

---

---

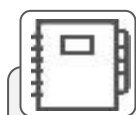
---



### TASK 3

Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.

No.	Words	Pronunciation	Part of speech	Equivalents
1.	audit	/ˈɔːdɪt/	verb	...
2.	spend	/spend/	verb	...
3.	verify	/ˈverɪfaɪ/	verb	...
4.	calculation	/ˌkælkjʊˈleɪʃən/	noun	...
5.	essential	/ɪˈsenʃəl/	adjective	...
6.	desirable	/dɪˈzaɪərəbl/	adjective	...



### B. TASK CYCLE



### TASK 4

In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.

No.	Statements	T/F	Reason
1.	Bookkeeping, accounting, and auditing clerks have the same assignment.	F	They have the same job, but different assignment.
2.	Accounting clerks help keep tracking the money.	...	...
3.	Accounting clerks enter transaction data and summarize an organizational financial position.	...	...
4.	The functions of bookkeeping, accounting, and auditing clerks in a small business can be done by an individual.	...	...
5.	Business school or college graduate is a must to be an accountant.	...	...
6.	Helping student communities to manage books can be one of the best ways to learn about accounting.	...	...

#### FUN SPOT

There are just three types of accountants: those who can count and those who can't.



## TASK 5

Listen to the dialogue in Task 4 once again and complete the following table and have a class discussion to check your answers.

Types of job	Duties
Bookkeeping clerks	<hr/> <hr/> <hr/>
<hr/>	Enter sales and producing transaction data. <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>



## TASK 6

Study the dialogue below. Check your understanding by answering the questions orally. Then, act out the dialogue with your partner.

*Situation: John is helping his friend, Anton, to look for a suitable job for him by reading jobs vacancy in the newspaper.*

John : So, what kind of jobs do you wish to apply?

Anton : Well, because I'm a licensed Certified Public Accountant, I want to work as a public accountant.

John : What positions categorized into public accountant?

Anton : Well, tax consulting and management accounting are public accounting. Let's start searching from the top of the page.

John : I don't understand what tax consultant and management consultant do.

Anton : Let me explain it to you, anyway. Tax consultants or specialist provides consulting advices to clients regarding tax planning and preparation of tax returns, and representing client before tax government agencies. Management consultant should have training and experience with financial and management accounting to provide advice and services regarding managerial issues of the business.

John : I see. Although both of tax consultant and management consultant are in the same area as public accountant, they do quite different jobs.

Anton : Yes, it's obvious.

John : Look! There's a vacancy as a government accountant in the fifth row.

Anton : Let me see. Well, I don't think that this job is suitable for me. An accountant in this field is employed either to serve under the government entities and agencies or to not for profit organizations such as cooperative or charitable institutions.

John : Really?

Anton : Yes, government accountants are required to study, specialized and gain experience in government or not for profit accounting.

John : What about external auditor? Look at the second row of the third column.

Anton : Ah, external audit is also public accounting.

John : This is great. What do they do?

Anton : An accountant in this area conducts an audit, independent examination of the business accounting records and procedures of the client to provide independent expression of opinion regarding the fairness and accuracy of the financial reports of the business. But I think the salary is not quite good.

John : Do you think so? Let's find other vacancies then.

Anton : Look at the last row of the third column. They look for public accountant engaged in review engagement.

John : Do you think it will suit you best?

Anton : I believe this will be. Well, this job is to review the accounting records and procedures of the business in order to determine whether the reported financial statements are reliable and fair. This happens when external audit is not required for the business but shareholders still wants to be assured about the fairness of the financial statements. The salary is great!

John : Okay, then, why don't you try to apply there?

Anton : All right. I'm gonna phone them to ask when I can have an interview. Thanks for your help, John.

John : That's nothing. Good luck, then.

### Questions

1. Why is Anton looking for a job as a public accountant?
2. What jobs are categorized into public accounting?
3. What are the differences between tax consulting and management consulting?
4. Why doesn't Anton want to apply the job as a government accountant?
5. How does John ask for explanation about what tax consultant and management consultant do?
6. How does Anton respond to John's question?

### FUN SPOT

"Your success and happiness lie in you." — Helen Keller



## TASK 7

Study the explanation below with your partner.

In the dialogue in Task 6, you find the words *believe* br'i:ɪv/ and *phone* /fəʊn/  
How do you pronounce them? The *ie* in *believe* and *ph* in *phone* are called digraphs. Digraphs are two letters which represent one sound in a word.

### Consonant digraph

Consonant digraph is different from a consonant blend. A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. Consonant digraphs are listed in the table below. Now, pronounce them.

ck	/k/	kick
ch	/tʃ/ /k/ /ʃ/	change technique machine
gh	/g/ /f/	ghost cough
ng	/ŋ/	sing
ph	/f/	phone
qu	/kw /k/	queen in a word ending in - que (antique) or at the beginning of some borrowed words (quiche)
sh	/ʃ/	ship, cash
th	/θ/ /ð/	bath brother
wh	/w/ /h/	what who

### Vowel digraphs

Vowel digraphs are letter combinations in which the two vowels together make a single sound. Vowel digraphs are listed in the table below. Now, pronounce them.

ai	/eɪ/	train		
ea	/i:/	dream	/eə/	bear
	/eɪ/	break	/ɪə/	near
	/e/	ready	/ɑ:/	heart
	/ɜ:/	learn		
ee	/i:/	tree	/ɪ/	Week
ei	/i:/	receive	/eɪ/	Eight
	/aɪ/	height		
ie	/aɪ/	die	/i:/	believe
	/e/	friend	/ɪə/	pierce
oa	/əʊ/	goal	/ɔ:/	Abroad
ou	/əʊ/	shoulder	/ʊ/	soup
	/aʊ/	house	/ɔ:/	cough
	/ʌ/	double	/u:/	bought
ue	/u:/	blue	/ju:/	Value
ui	/u:/	fruit	/ɪ/	building
	/ju:/	suit	/aɪ/	guide



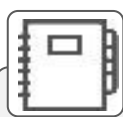
## TASK 8

Match the jobs in the box below with their job description by putting the letter a, b, c, and so on. Number 1 has been done for you.

a.	accounting information system	e.	tax accountant
b.	controller	f.	financial accountant
c.	cost accountant	g.	managerial accountant
d.	internal audit	h.	budget accountant



No.	Type of job	Description
1.	f	Prepares various financial reports and statement needed by both external and internal users, also known as stakeholders.
2.	...	Determines the cost of producing specific products or services
3.	...	Prepares financial reports to be used by internal users only, such as the business management or executives.
4.	...	Prepares and develops a budget or financial plan of the business for the future.
5.	...	Computes and prepares the various tax returns and requirement of the business. He is also responsible for ensuring the business is compliant to tax regulations.
6.	...	Designs and implements the accounting system of a business, either manually or computerized.
7.	...	Reviews if there are controls in place or if the accounting procedures are operated properly by the management of the accounting department to ensure accurate and timely financial reports.
8.	...	One person will oversee and supervise the whole accounting process of the company, and such person is referred to as Controller.



## C. LANGUAGE FOCUS



### TASK 9

Study the explanation below with your partner.

In the text in Task 6, you find the following conversation.

John : **I don't understand** what tax consultant and management consultant do.

Fred : **Let me explain it** to you, anyway.

The first expression written in bold is expression to implicitly ask for explanation and the second expression in bold is expression to give explanation. Here are more examples of expressions to ask for and give explanation.

Asking for explanation	Giving explanation
<ul style="list-style-type: none"> <li>• Could you explain...?</li> <li>• Could you tell me...?</li> <li>• Please explain to me...</li> <li>• Why/how is it that?</li> <li>• I don't understand...</li> <li>• Would you mind telling me ...?</li> <li>• Do you know ...?</li> </ul>	<ul style="list-style-type: none"> <li>• May I explain ...?</li> <li>• The aim reason is...</li> <li>• Taking into account, it was clear that...</li> <li>• The most important point seems to me that...</li> <li>• It seems obvious that...</li> <li>• It is important that...</li> </ul>



- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Where/when/how can I ...?</li> <li>• Something else I'd like to know is ....</li> </ul> | <ul style="list-style-type: none"> <li>• I'm sure that...</li> <li>• Let me explain you why...</li> <li>• As you can see that...</li> <li>• What you have to do is...</li> <li>• That's because ...</li> <li>• All I can say is...</li> </ul> |
|--|---|



## TASK 10

**Work in pairs and complete the missing information of the dialogue below using phrases provided in the box. Then, act out the dialogue with your partner.**

What do you do?	I want to know
Do you mind	The point is
All I can say is	tell me
Let me explain	how about

*Situation: Anne, an employee of a financial firm, meets Diana, her college friend who happens to work in the same firm but different division in the canteen. They decide to have their lunch together and have a small talk.*

Anne : Anyway, 1) \_\_\_\_\_ about your new job? You like it?

Diana : 2) \_\_\_\_\_ yes, of course, I do. I mean since I was majoring Management study program when I was in college, I really wanted to work in Management field. I'm happy I can finally work here as an assistant manager.

Anne : You're right. Although I was majoring Accounting, my dream was actually to be an entrepreneur.

Diana : Really? You've never told me about that. As far as I know, you like Math that much. Too bad being an accountant is not what you want.

Anne : Well, it's not bad at all actually. After working here for four months, as you can see that I start loving my job.

Diana : That's great. So, tell me about your job. 3) \_\_\_\_\_

Anne : Well, 4) \_\_\_\_\_ what I do as a public accountant. I do all sorts of accounting, including bookkeeping, managing client's finances, preparing taxes and auditing financial statements. There are so many, right? Furthermore, my clients are not only individuals, but also companies, corporations, governments and non-profit organizations.

Diana : That's amazing. 5) \_\_\_\_\_ whether all accountants do the same job as you do.

Anne : Yeah, in public accounting division, there is special type of public accounting called forensic accounting involves investigating financial crimes, securities frauds, contract disputes, bankruptcies, money laundering and other criminal financial transactions.

Diana : Then 6) \_\_\_\_\_ other divisions?

Anne : Well, there're three more divisions. You might get bored listening to me explain everything.

Diana : No, it's okay. I want to know more about your divisions. 7) \_\_\_\_\_ telling me about them?

Anne : 8) \_\_\_\_\_, besides public accountant, there are management and government accountant. Management accountant do both the recording and analyzing the financial information of our company. They also manage the finances of the company, prepare budgets and taxes, evaluate performance, and perform cost accounting and asset management. And government accountant handle the finances of federal, state as well as local government bodies. As a government accountant, your responsibilities may include bookkeeping, payroll, budgeting, managing revenues and expenditures, making sure that the accounting practices of government agencies comply with the law, auditing individuals and private businesses that are subject to government tax.

Diana : Either you or all of them do a lot of job, too.

Anne : Ah, I forgot the last thing.

Diana : What is it?

Anne : There's one more division called internal audit accounting. This accounting examines and verifies the company's financial records to check for waste, mismanagement and fraud. As an internal audit accountant, you will evaluate your company's financial information system, internal controls and management procedures to ensure the accuracy of records and adequacy of controls.

Diana : You do remember even small details about accounting. Now I know better about accounting field.

Anne : Our food is coming. Let's grab them first.

Diana : All right.



## TASK 11

**In this task, you will listen to a monologue twice. Listen carefully and find sentences that contain conjunction. What are the conjunctions? Write them down in the box below. After that, answer the questions orally to check your comprehension.**

No.	Conjunctions
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

## Questions

1. What do actuaries do?
2. Where do senior actuaries work?
3. What skills do the actuaries need?



## TASK 12

Study the rules below with your partner.

### Correlative conjunction

In the monologue in Task 11, you find the sentence *Actuaries need to apply **both** their mathematical **and** statistical awareness to real situations in the financial world and be able to communicate the difficult topics to non-specialists.*

The conjunction in bold is called **correlative conjunction**. It is a paired conjunction that links balanced words, phrases, and clauses. They always travel in pairs, joining various sentence elements that should be treated as grammatically equal.

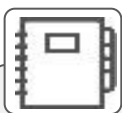
- both... and....
- not only... but also....
- not... but....
- either... or....
- neither... nor....
- whether... or....
- ...as...as....
- ... just as... so....
- The more... the less....
- The more... the more....
- ...so...as...
- ...whether... or....



## TASK 13

Work in pairs and make a dialogue using the expressions in Task 9 and correlative conjunctions in Task 12 based on one of the situations below. Then, act out the dialogue with your partner.

<p><b>Situation 1</b> You are applying for job as a financial analyst and now having a job interview. The interviewer asks your explanation about what the position you are applying does.</p>	<p><b>Situation 2</b> You just arrived home after having your first day being a new employee as a chartered accountant. Your mother is very excited about it and she asks you what you do in the office.</p>
<p><b>Situation 3</b> You are having breakfast with your co-worker from tax advising division. He asks you what you do as a technician accountant.</p>	<p><b>Situation 4</b> Your co worker is just promoted as a financial manager. You ask her what they do as a financial manager.</p>



## REFLECTION

**How much improvement have you made after learning English in this unit?**  
**Put a tick (✓) in the right column to indicate how much you have learn.**

Aspects	Very much	Much	Little
Asking for explanation			
Giving explanation			
Pronouncing digraphs			
Using correlative conjunctions			
Vocabulary			

## VOCABULARY LIST

---

abreast /ə'breɪst/ (adv)	: berbaris dua-dua, mengikuti
account /ə'kaʊnt/ (n)	: rekening
acquisition /ˌækwɪ'zɪʃən/ (n)	: pendapatan
actuary /'æktʃuəri/ (n)	: ongkos
adequacy /'ædəkweɪsi/ (n)	: kecukupan
assurance /ə'ʃʊərənts/ (n)	: jaminan
assure /ə'ʃʊər / (v)	: menjamin
audit /'ɔ:dit/ (v)	: memeriksa keuangan
awareness /ə'weənəs/ (n)	: kewaspadaan
bookkeeping /bʊk'ki:pɪŋ/ (n)	: tata/pemegangan buku
budget /'bʌdʒɪt/ (n)	: anggaran belanja
calculate /'kælkjʊleɪt (v)	: menghitung
candidate /'kændɪdət/ (n)	: calon
clerk /klɜ:k/ (n)	: pegawai
compliance kəm'plaɪən t s/ (n)	: pemenuhan
determine /dɪ'tɜ:mɪn/ (v)	: menentukan
diverse /daɪ'vɜ:s/ (adj)	: bermacam-macam
fair /feər/ (adj)	: adil
fraud /frɔ:d/ (n)	: penipuan
fund /fʌnd/ (n)	: dana
gain /geɪn/ (v)	: memperoleh
include /ɪn'klu:d/ (v)	: memasukkan
licensed /'laɪsəntst/ (adj)	: diijinkan
likelihood /'laɪklihʊd/ (n)	: kemungkinan
matter /'mætər / (n)	: keadaan
payroll /'peɪrɔ:l/ (n)	: daftar gaji
pension /'pensjən/ (n)	: pensiun
provide /prə'vaɪd/ (n)	: menyediakan
range /reɪndʒ/ (n)	: jajaran
record /rɪ'kɔ:d/ (v)	: menyimpan informasi
reliable /rɪ'laɪəbl / (adj)	: dapat diandalkan
revenue /'revənju:/ (n)	: penghasilan
risky /'rɪski/ (adj)	: beresiko
role /roʊl/ (n)	: peran
shareholder /'ʃeə,həʊldər / (n)	: pemegang saham
spend /spend/ (v)	: menghabiskan
supervise /'su:pəvaɪz/ (v)	: mengawasi
tax /tæks/ (n)	: pajak
vacancy /'veɪkəntsi/ (n)	: lowongan pekerjaan

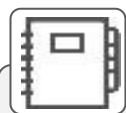
## COULD WE MEET TODAY TO DISCUSS OUR PROJECT?



Picture 2.1

<http://images.dailytech.com/>

If you are working, you may often need to meet people to discuss a professional business. When you do that you need to make an appointment to make sure that they are available at the time you want to meet them. If your business partner wants you to meet you, you also have to know how to accept, decline, and even reschedule the appointment. In this unit, you will learn how to make, accept, decline, and reschedule an appointment through challenging activities.



## A. PRE-TASK



### TASK 1

Work in pairs and study the picture below. Write four questions you might ask if you were answering a telephone. After that, exchange questions with other pairs.



Picture 2.2

<http://www.forbes.com/>

#### Questions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



### TASK 2

Work in pairs and match the pictures with the most appropriate sentence that explains what the people in the picture are doing. Number 1 has been done for you.

a.



b.



c.



d.



e.



f.



g.



h.



1. They are having a job interview appointment in the office. (e)
2. Banu is taking a note for his appointment with a customer.
3. A secretary is making an appointment with a sales manager of The Sun.
4. An operator is taking a message about an appointment with her boss.
5. A doctor records her appointment with a patient.
6. The supervisors are having an appointment for a meeting.
7. Claudia accepts an appointment with Jonathan.

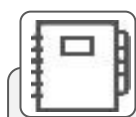




### TASK 3

Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.

No.	Words	Pronunciation	Part of speech	Equivalents
1.	appointment	/ə'pɔɪntmənt/	noun	...
3.	requirement	/rɪ'kwaɪəmənt/	noun	...
4.	change	/tʃeɪndʒ/	noun	...
5.	convenient	/kən'veɪniənt/	adjective	...
6.	urgent	/'ɜ:dʒənt/	adjective	...



### B. TASK CYCLE



### TASK 4

In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.

No.	Statements	T/F	Reason
1.	Sam is calling Jane to talk about the new air conditioning.	T	-
2.	Sam knows about the air conditioning because Jane has called him before.	...	...
3.	Jane is busy on Friday afternoon.	...	...
4.	Sam will visit Jane's office on Friday evening.	...	...
5.	Jane cancels the appointment because she has a meeting on Friday.	...	...
6.	Sam and Jane will meet on Monday in the morning.	...	...



### TASK 5

In this task, you will listen to a dialogue in a telephone twice. Listen carefully and complete the missing information of the conversation with the words or phrases you hear in the recording. After that, act out the dialogue with your partner.

*Situation: Mr. Peter Jefferson is calling Mr. Brian Hibberd's office to make an appointment with him.*



Michelle : Mr. Hibberd's office.

Mr. Jefferson : Hello, can I speak to Brian Hibberd, please?

Michelle : I'm afraid he's in a meeting until 1)\_\_\_\_\_. Can I take a message?

Mr. Jefferson : Well, I'd like to 2)\_\_\_\_\_ an appointment to see him, please. It's Peter Jefferson here.

Michelle : Could you 3)\_\_\_\_\_ for a minute, Mr. Jefferson. I'll just look in the diary. So when's convenient for you?

Mr. Jefferson : Sometime next week if possible. I 4)\_\_\_\_\_ he's away the following week.

Michelle : Yes, that's right, he's on holiday for a 5)\_\_\_\_\_.

Mr. Jefferson : Well, I need to see him before he 6)\_\_\_\_\_. So would next Wednesday be okay?

Michelle : Wednesday? Let me see. 7)\_\_\_\_\_ of the office all morning. But he's free in the afternoon, after about three.

Mr. Jefferson : Three o'clock is difficult. But I could make it after four.

Michelle : So shall we say 4.15 next Wednesday, in Mr. Hibberd's office?

Mr. Jefferson : Yes, that 8)\_\_\_\_\_ fine. Thank you very much.

Michelle : You're welcome, Sir.



## TASK 6

**Study the dialogue below with your partner. Check your comprehension by answering the questions. Then, act out the dialogue with your partner.**

*Situation: Ms. Basuki Rahman is calling Mr. Tetsuya Moriya to make an appointment with him to talk about an English Intensive course for her sales personnel.*

Ms. Rahman : Basuki Rahman speaking

Mr. Moriya : Good morning Ms. . This is Tetsuya Moriya from Morgan International calling.

Ms. Rahman : Good morning Mr. Moriya. How are you?

Mr. Moriya : I'm very well thank you, and you?

Ms. Rahman : I'm just fine. What can I do for you Mr. Moriya?

Mr. Moriya : I'm calling to find out if we could meet to talk about an English Intensive course for our sales personnel.

Ms. Rahman : I'd be very happy to talk to you. When is good for you?

Mr. Moriya : Well, I'd like to meet as soon as possible. Would this Wednesday be possible?

Ms. Rahman : Let me check my schedule. I'm afraid I'm tied up in the morning, but anytime after lunch is fine.

Mr. Moriya : Good. How about 2:30. Would an hour be enough time?

Ms. Rahman : An hour should be enough. 2:30 is fine. Where exactly is your office Mr. Moriya?

Mr. Moriya : We're on the 18<sup>th</sup> floor of the Arabesque Plaza Building, just outside Exit 7 of Toranomom Station on the Ginza Line.

Ms. Rahman : Great. So I'll see you in your office at 2:30 this Wednesday, the 24<sup>th</sup>.

Mr. Moriya : Good. I'm looking forward to meeting you, Ms. Mork.

Ms. Rahman : I'm looking forward to meeting you. Good bye.

Mr. Moriya : Good bye.

### Questions

1. Why is Ms. Mork calling Mr. Moriya?
2. When Ms. Mork wants to meet Mr. Moriya?
3. What time will Mr. Moriya be available?
4. When will Ms. Mork and Mr. Moriya meet?
5. How does Mr. Moriya ask Ms. Rahman to meet him?
6. How does Ms. Rahman accept the appointment?



### TASK 7

**Below is the conversation between Ms. Trine Mork and Mr. Tetsuya Moriya. Arrange the sentences into a good dialogue. The first sentence has been done for you.**

*Situation: Ms. Rahman is calling Mr. Moriya because she wants to reschedule her appointment with him.*

...	Ms. Rahman	: Well, I'm free Monday morning.
...	Ms. Rahman	: Good-bye.
...	Ms. Rahman	: I'm fine. I'm calling about our appointment on Friday. I'm very sorry, but something has come up at the last minute, and I have to go to Osaka on Thursday and Friday. Could we change our appointment to next week?
...	Mr. Moriya	: I'm in meetings all day Monday. What about Tuesday morning?
...	Mr. Moriya	: See you next week. Good-bye.
...	Ms. Rahman	: Tuesday morning would be fine. How about 10:30?
...	Mr. Moriya	: No problem. I understand.
...	Ms. Rahman	: Good morning Mr. Moriya. This is Basuki Rahman from Sumikin-Intercom speaking.
...	Ms. Rahman	: Good. I'll be in your office at 10:30 on Tuesday, the 27 <sup>th</sup> . Again, I apologize for the change.
1	Mr. Moriya	: Tetsuya Moriya speaking.
...	Mr. Moriya	: Certainly. When is convenient?
...	Mr. Moriya	: That's fine.
...	Ms. Rahman	: Good. See you next week then.
...	Mr. Moriya	: Hello Ms. Rahman. How are you?



## TASK 8

Study the explanation below with your partner.

In the dialogue in Task 6, you find the word *Wednesday*.

How do you pronounce it? The first consonant *d* in *Wednesday* is not pronounced and it is called silent consonant. Below are more examples of silent vowels, silent consonants, silent digraphs, and base words. Now, repeat after your teacher.

Silent vowels	Silent consonants	Silent digraphs	Base words
a: <u>a</u> isle, tea <u>m</u> , bo <u>a</u> t e: gr <u>e</u> at, pi <u>e</u> , to <u>e</u> e: li <u>m</u> e, stove <u>e</u> , pa <u>l</u> e i: recei <u>v</u> e, beli <u>e</u> ve o: peo <u>p</u> le, jeo <u>p</u> ardy u: lau <u>g</u> h, gue <u>s</u> s	b: com <u>b</u> , deb <u>t</u> c: bla <u>ck</u> , scie <u>n</u> ce d: brid <u>g</u> e, led <u>g</u> e f: stuff <u>f</u> , staff <u>f</u> g: forei <u>g</u> n, sign h: sch <u>h</u> ool, gh <u>h</u> ost k: <u>k</u> nee, <u>k</u> nife l: swell <u>l</u> , tall <u>l</u> m: <u>m</u> nemonics n: colum <u>n</u> , solem <u>n</u> p: <u>p</u> neumonia, receipt s: fuss <u>s</u> , press <u>s</u> t: depot <u>t</u> , watch w: ans <u>w</u> er, shadow <u>w</u> z: jaz <u>z</u> , buzz <u>z</u>	gh: high <u>gh</u> , daugh <u>gh</u> ter	Some silent letters are sounded when other word forms are created. Sign (silent letter g) Bomb <u>b</u> (silent letter b) Solemn <u>n</u> (silent letter n)



## TASK 9

Study the explanation below with your partner.

In the text in Task 6, you find the following dialogue.

Mr. Moriya : I'm manager of the Training Division of Morgan International,  
and **I'm calling to find out if we could meet to talk about** an  
English Intensive course for our sales personnel.

Ms. Rahman : **I'd be very happy to talk to you.** When is good for you?

The first expression in bold is expression to make an appointment and the second expression is expression to accept an appointment. Here are more examples of expressions to make and accept an appointment. You will also find the expressions to decline and reschedule an appointment.

Making an appointment	Accepting an appointment
<ul style="list-style-type: none"> <li>I would like to make an appointment with...</li> <li>When will it be convenient for you?</li> <li>Could we get together and talk about</li> </ul>	<ul style="list-style-type: none"> <li>I look forward to meeting you on ....</li> <li>Yes. I can make it on ....</li> <li>Sure, that's fine with me.</li> </ul>

<p>this?</p> <ul style="list-style-type: none"> <li>• Is there a good time for us to get together?</li> <li>• If possible, I'd like to come by and see you tomorrow.</li> <li>• Shall we say 9:30 on Monday?</li> <li>• What time would suit you?</li> <li>• Is Thursday possible for you</li> <li>• How/what about Monday evening?</li> <li>• Are you available on...?</li> <li>• Can I meet...?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, 10:30 suits me fine.</li> <li>• See you on Monday in the afternoon.</li> <li>• It'll be nice meeting for me.</li> <li>• I'll be there at that time.</li> <li>• That would be great.</li> <li>• All right.</li> <li>• OK with me.</li> <li>•</li> </ul>
Declining an appointment	Rescheduling an appointment
<ul style="list-style-type: none"> <li>• No, I'm afraid</li> <li>• No, I'm afraid I've got another appointment.</li> <li>• It doesn't suit me at all.</li> <li>• I'm afraid I can't manage our Meeting on Monday morning</li> <li>• I'm sorry. I'm tied up all day.</li> <li>• I'm awfully sorry, but I have another appointment.</li> <li>• I wish I could, but....</li> <li>• I'd really like to, but....</li> <li>• I won't be able to make it on...</li> <li>• Sorry, I've already made an appointment for Saturday.</li> <li>• I'm sorry, I can't</li> <li>• I don't think I can make it.</li> </ul>	<ul style="list-style-type: none"> <li>• Could we arrange another time?</li> <li>• Would it be possible to arrange another time later in this week?</li> <li>• I'm afraid that I have to cancel our meeting on Wednesday, as something urgent has come up.</li> <li>• You know we were going to meet next Friday? Well, I'm sorry, but something unexpected has come up.</li> <li>• I'm afraid that I'm not going to be able to meet you after all. Can we fix another time?</li> <li>• Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.</li> </ul>



## TASK 10

**Work in pairs and complete the missing information of the dialogues below. You may use the phrases in Task 9. The answers may be varied. Discuss them with your partner. Then, act out the dialogues with your partner.**

### Dialogue 1

*Situation: Mr. Terry Greens is calling Mr. Adam Setiadi to reschedule their appointment.*

- Mr. Setiadi : Adam Setiadi speaking.
- Mr. Greens : Good afternoon, Mr. Setiadi. This is Terry Greens.
- Mr. Setiadi : Good afternoon, Mr. Greens. Can I help you?
- Mr. Greens : I'm calling about our appointment next Thursday at 2.  
1)\_\_\_\_\_ I have a business trip to Europe to visit my supplier.
- Mr. Setiadi : No problem. Do you want to reschedule the appointment?

Mr. Greens : Yes, please. 2) \_\_\_\_\_?

Mr. Setiadi : 3) \_\_\_\_\_ I'm tied up at the time. How about Wednesday afternoon?

Mr. Greens : Certainly. 3) \_\_\_\_\_ 2 p.m.?

Mr. Setiadi : 4) \_\_\_\_\_. I'll look forward to seeing you on Wednesday the 11<sup>th</sup> at 2 pm, Mr. Greens.

Mr. Greens : Good. Thank you.

## Dialogue 2

*Situation: Mr. Johnny Albert is calling Mr. Donny Agusta to reschedule their appointment.*

Mr. Albert : Hello. Is this Donny Agusta?

Mr. Agusta : Yes, I'm speaking.

Mr. Albert : Hello, Don. This is John. 1) \_\_\_\_\_ because on that day I have to go to Asia.

Mr. Agusta : No problem. 2) \_\_\_\_\_?

Mr. Albert : Shall we say 10 a.m. next Friday?

Mr. Agusta : 3) \_\_\_\_\_. I'm busy then. I have a meeting. Is Saturday morning OK for you?

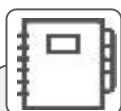
Mr. Albert : Sure, that sounds very good. 4) \_\_\_\_\_?

Mr. Agusta : How about 9 a.m.?

Mr. Albert : Yes, 9 a.m. suits me fine.

Mr. Agusta : That's fine. 5) \_\_\_\_\_.

Mr. Albert : See you then.



## C. LANGUAGE FOCUS



### TASK 11

**In this task, you will listen to a monologue about being a business consultant twice. Listen carefully and find two sentences that contain V-ing. Write them down in the table below. After that, answer the questions orally to check your comprehension.**

No.	Sentences
1.	_____ _____
2.	_____ _____

### Questions

1. Why having an online platform is good to start a business?
2. What can we do to connect with new people everyday?
3. Why we also need to partner with other businesses even they are not relevant to our business?



## TASK 12

Study the rules below with your partner.

### Gerund

In the monologue in Task 11, you hear the sentence *Starting having a consulting business is much harder than it looks.*

The word *having* in the sentence is called gerund. Gerunds are verb forms used as nouns.

Here are more examples of words that are followed by gerunds:

acknowledge	detest	forgive	postpone	recommend
admit	dislike	fear	practice	report
anticipate	dread	feign	prevent	resent
advise	defend	finish,	pardon	resist
allow	discontinue	imagine	propose	resume
anticipate	discuss	keep	recall,	risk
appreciate	dispute	loathe	recollect	shirk
avoid	endure	mean	remember	shun
celebrate	enjoy	mention	report	stop
consider	entail	mind	resent	suggest
confess	escape	miss	resist	support
contemplate	excuse	necessitate	risk	tolerate
defer	explain	omit	suggest	understand
delay	fancy	permit	recall	urge
deny	finish	picture	recollect	warrant



## TASK 13

Work in pairs and make a dialogue using the expressions in Task 10 and information from one of the situations below. Find the best appointment time. Then, act out the dialogue with your partner.

### Situation 1

It's Monday 9 March today.

**Student 1** is Linda Hursay, Marketing Manager for LBM Trading, and receives the call. Student 1 will have a meeting on Monday 9 at 10-12 a.m. Student 1 will leave for France at 10 a.m. On Thursday 12 Student 1 will return from Paris around 3.30 p.m. Student 1 will be free on Wednesday 11 and Friday 13.

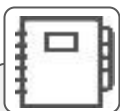
**Student 2** is Harry Gigs. Student 2 phones Linda Hursay and makes an appointment to see Linda this week. Today Student 2 will go to the branch office in London from 1 p.m. to 4.30 p.m. Student 2 will have lunch with Jennifer on Wednesday 11 and her holiday is on Friday 13. Student 2 will be free on Tuesday 10 and Thursday 12.

**Situation 2**

It is Monday 5 December.

**Student 1** is Paolo Terrain. Student 1 phones Edward Klinch to cancel his/her appointment tomorrow at 4 p.m. Student 1 makes a new appointment. Next Monday 12 is Student 1's holiday. Student 1 will have lunch with Paula Box on Thursday 15. Student 1 will be free on Tuesday 13, Wednesday 14, and Friday 16.

**Student 2** is Edward Klinch, a senior sales supervisor at A4U Corp. On Monday 19 December Student 2 will have lunch with Larry and Lisa, followed by a meeting with a supplier on Tuesday 20 at 2 p.m. Student 2 will have an appointment with Joseph Rockwell on Wednesday 21 at 11 a.m. On Friday 23 Student 2 will fly to the Madrid Motor Show. Student 2 will be free on Thursday 22.

**REFLECTION**

**How much improvement have you made after learning English in this unit?**  
**Put a tick (✓) in the right column to indicate how much you have learn.**

Aspects	Very much	Much	Little
Making an appointment			
Accepting an appointment			
Declining an appointment			
Rescheduling an appointment			
Pronouncing silent letters			
Using gerunds			
Vocabulary			

## VOCABULARY LIST

---

against /ə'ɡent st/ (prep)	: melawan
appointment /ə'pɔɪntmənt/ (n)	: janji untuk bertemu
arrange /ə'reɪndʒ/ (v)	: mengatur
attend /ə'tend/ (v)	: menghadiri
available /ə'veɪləbl/ (adj)	: dapat
avoid /ə'vɔɪd/ (v)	: menghindari
base /beɪs/ (n)	: dasar
change /tʃeɪndʒ/ (v)	: merubah
convenient /kən'veɪniənt/ (adj)	: sesuai
enough /ɪ'nʌf/ (adv)	: cukup
exact /ɪɡ'zækt/ (adj)	: tepat
free /fri:/ (adj)	: kosong
freelance /'fri:lɑ:nts/ (n)	: pekerjaan lepas
hold /hoʊld/ (v)	: memegang, menahan
inconvenient /ɪnkən'veɪniənt/ (adj)	: tidak sesuai
invitation /ɪnvi'teɪʃən/ (n)	: undangan
manage /'mænɪdʒ/ (v)	: mengatur
portfolio /ˌpɔ:tfəʊliəʊ/ (n)	: pekerjaan
possible /'pɒsəbl/ (adj)	: mungkin
prefer /prɪ'fɜ:r/ (v)	: lebihs uka
project /'prɔ:dʒekt/ (n)	: proyek
promptly /'prɔ:mp t.li/ (adv)	: dengan segera
purpose /'pɜ:pəs/ (n)	: maksud
reschedule /,ri:'ʃedju:l/ (v)	: menjadwalkan kembali
schedule /'ʃedju:l/ (n)	: jadwal
silent /'saɪlənt/ (adj)	: diam
slightly /'slɑ:tli/ (adv)	: sedikit
suit /su:t/ (v)	: sesuai
supervisor /'su:pəvaɪzə/ (n)	: pengawas
supplier /sə'plaɪə/ (n)	: pemasok
suppose /sə'pəʊz/ (v)	: mengira
unable /ʌn'eɪbl/ (adj)	: tidak dapat/sanggup
unforeseen /ʌnfə'si:n/ (adj)	: tak terduga
unfortunately /ʌn'fɔ:tʃənətli/ (adv)	: sayangnya
urgent /'ɜ:dʒənt/ (adj)	: mendesak
wonder /'wʌndə/ (v)	: bertanya-tanya



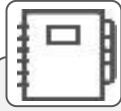
## FIRST OF ALL, SWITCH THE POWER ON.



Picture 3.1

<http://smallbusiness.chron.com/>

If you are working in an office, you sometimes need to print or copy a document. You need to use a printer, copier, and other machines like scanner, facsimile machine, and so on. If someone is asking you how to use the machines, you need to explain to them the procedure for operating them well and in organized way. Do you know how to explain that procedure? Learn how to do that in this unit through challenging activities.



## A. PRE-TASK



### TASK 1

The items below are those that you often find in your work desk in the office. Work in pairs and name the pictures. Number 1 has been done for you.

1.



scissors

2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



### TASK 2

Work in pairs and read the words or phrases below. Classify them in different ways, for example, scissors – pen – tape. How many categories can you think of?

quickly	button	press	some	left
put	top	printer	brighter	close
scanner	low	slowly	scroll	lastly
open	machine	normal	stand-by	lighter
firstly	few	paper	secondly	carefully
photocopier	back	tray	many	scan
higher	ink	high	on	select

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

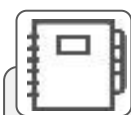
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



### TASK 3

Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.

No.	Words	Pronunciation	Part of speech	Equivalents
1.	machine	/mə'ʃiːn/	noun	...
3.	tray	/treɪ/	noun	...
4.	button	/'bʌtən/	noun	...
5.	select	/sɪ'lekt/	verb	...
6.	scroll	/skrəʊl/	verb	...
7.	printout	/'prɪntaʊt/	noun	...



### B. TASK CYCLE



### TASK 4

In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.

No.	Statements	T/F	Reason
1.	The first step to use the copier is turn on the power switch, then plug the copier in.	F	You have to plug the copier in before turning the power switch on.
2.	You'll hear high-pitched sounds for a few seconds when the machine has warmed up.	...	...
3.	The paper tray is located at the front of the size paper button.	...	...
4.	You have to put the object you want to photocopy in the corner of the machine.	...	...
5.	You can close the lid after putting the object from the corner that has the "0" mark.	...	...
6.	The further left you adjust the brightness, the brighter the printout will be and the higher the contrast of colors.	...	...

### FUN SPOT

"I regret that it takes a life to learn how to live." — Jonathan Safran Foer



## TASK 5

**Listen to the dialogue in Task 4 once again and arrange the sentences below into a good procedure on how to use a copier. Number 1 has been done for you.**

No.	Steps
...	Wait for the machine to warm up. You'll hear high-pitched sounds for a few seconds, then it will be ready to use.
...	Open the top of the photocopy machine and put the object you want to photocopy onto the corner.
...	Under "Printer" on the screen, select "Black and White" or "Color."
...	Scroll up or down to increase or decrease the number of copies under "N of Copies".
1	Plug the copier in and turn the power switch on. You can find the button in the back of the machine, either on the top left or right side.
...	You'll notice numbers outlining the glass. The machine will copy objects from the corner that has the "0" mark. After that, close the lid.
...	Adjust "Brightness" and "Contrast" by scrolling left to right. The further right you go, the brighter the printout will be and the higher the contrast of colors.
...	Press the "Copy" button and wait for the copies to spill onto the side tray.
...	Select the size you want the paper copy to be in "Image Size" button.
...	Use the touch screen to select image quality. You will see "draft" or "low," "normal" and "high."
...	Open the paper tray by sliding it out that is located at the front of the machine. It has three trays for various sizes of paper, fill it to the line with the appropriately sized paper.



## TASK 6

**Study the dialogue below. Check your comprehension by answering the questions. Then, act out the dialogue with your partner.**

*Situation: Mrs. Jolie, the manager of Accounting Department of Samson & Co, is explaining to Mr. Bambang Triyana, the new employee in that office, the way to use facsimile machine.*

- Mrs. Jolie : Mr. Frank, could you please send these documents through the facsimile machine?
- Mr. Triyana : To be honest, I've never operated facsimile machine before, Ma'am. Could you please give me some direction?
- Mrs. Jolie : Okay, then. Come with me.
- Mr. Triyana : Yes, Ma'am. Thank you.

Mrs. Jolie : Here's the facsimile machine. The step number one is you have to check the fax machine plug.

Mr. Triyana : Uh-uh...

Mrs. Jolie : Step number two, you have to check the fax machine power supply, make sure that its telephone cord is plugged into a phone jack.

Mr. Triyana : Okay...

Mrs. Jolie : Then, insert the document that you wish to fax into the "outgoing" fax tray. You can see the icon directing the user as to where to place the outgoing document here. Fax machines in our office require the user to insert the documents face down, like this.

Mr. Triyana : Okay, Ma'am. What do we do next?

Mrs. Jolie : After that, dial the phone number to which you wish to send the document. You also need to include the area or country code.

Mr. Triyana : Okay, let me have the number.

Mrs. Jolie : Good. The next step is waiting for the receiving fax machine to "answer." You will hear a sound like a computer modem: a series of high-pitched squeals and static-like noises. You have to press the "Start" button to send your fax.

Mr. Triyana : I got it, Ma'am.

Mrs. Jolie : Then, look at the fax machine display console. It shows if pages have gone through successfully or if you need to resend a fax due to an error.

Mr. Triyana : Is there any notification if we have successfully sent the document?

Mrs. Jolie : Yes, when a fax has gone through successfully the machine will beep and display a "success" message. Let's wait for a sec.

Mr. Triyana : Okay.

Mrs. Jolie : Remember to stock the fax machine with plenty of paper in the "incoming" fax tray. That way if you receive a fax, it instantly prints on the paper provided. Even if you are out of paper, your fax machine will keep received faxes in its memory, and it will print them when you finally do stock the machine with paper.

Mr. Triyana : Noted, Ma'am.

Mrs. Jolie : Ah, one more thing you have to be aware of is that because our fax machine has its own dedicated phone line, it should receive faxes automatically. You can recognize an incoming fax easily; if you pick up the phone, you will hear the same modem sounds as when you are sending a fax, got it?

Mr. Triyana : I understand, Ma'am.

Mrs. Jolie : Okay, it's clear then. Now continue sending the other document, please. Do like what I've told you before.

Mr. Triyana : Sure, Ma'am. Thank you for the explanation.

Mrs. Jolie : Don't mention it.

### Questions

1. How many steps are there to operate a facsimile machine?
2. Mention three expressions that show the steps on how to operate the facsimile machine.
3. What do we do after turning of the facsimile machine?
4. How do we put the document we wish to send through facsimile machine?
5. What is the function of the fax machine display console?
6. How do we know that the document has successfully sent?
7. Mention some expressions used by Mrs. Jolie to explain the procedure on how to use the facsimile machine.



### TASK 7

Study the explanation below with your partner.

In the dialogue in Task 7, you find the words *two* and *do*. How do you pronounce them? The words *two* and *do* are called minimal pair.

A minimal pair is a pair of words that differ in a single phoneme. Minimal pairs are often used to show that two sounds contrast in a language. The table below show more examples of minimal pair. Now, repeat after your teacher.

Vowel sounds	Consonant sounds	Initial consonant sounds	Final consonant sounds
<ul style="list-style-type: none"><li>• /ɪ/ and /i:/ (sit and seat)</li><li>• /e/ and /ɪ/ (desk and disk)</li><li>• /e/ and /eɪ/ (wet and wait)</li><li>• æ/ and /ʌ/ (bat and but)</li><li>• /əʊ/ and /ɔ:/ (so and saw)</li><li>• /ɒ/ and /əʊ/ (not and note)</li><li>• /æ/ and /e/ (bad and bed)</li><li>• /ɑ:/ and /ɜ:/ (fast and first)</li></ul>	<ul style="list-style-type: none"><li>• /b/ and /v/ (berry and very)</li><li>• /b/ and /p/ (buy and pie)</li><li>• /n/ and /ŋ/ (thin and thing)</li><li>• /l/ and /r/ (alive and arrive)</li><li>• /tʃ/ and /t/ (catch and cat)</li><li>• /s/ and /ʃ/ (sea and she)</li><li>• /f/ and /v/ (fan and van)</li><li>• /f/ and /h/ (fat and hat)</li><li>• /f/ and /θ/ (free and three)</li><li>• /s/ and /θ/ (sing and thing)</li><li>• /ð/ and /z/ (with and whizz)</li><li>• /dʒ/ and /z/ (page and pays)</li><li>• /d/ and /dʒ/ (bad and badge)</li></ul>	<ul style="list-style-type: none"><li>• /f/ and /p/ (fast and past)</li><li>• /k/ and /g/ (came and game)</li><li>• /t/ and /d/ (two and do)</li></ul>	<ul style="list-style-type: none"><li>• /k/ and /g/ (back and bag)</li><li>• /m/ and /n/ (am and an)</li><li>• /t/ and /d/ (hat and had)</li></ul>





## TASK 8

Study the explanation below with your partner.

In the text in Task 7, you find the following dialogue.

Mr. Frank : Okay, Ma'am. What do we do next?  
Mrs. Jolie : **After that**, dial the phone number to which you wish to send the document.

The expression in bold is expression to explain procedure. Here are more expressions examples.

Expression to explain procedure	
<ul style="list-style-type: none"><li>• I thought it would be useful to give you the instruction to...</li><li>• It'll take about 10 minutes to explain the procedure to....</li><li>• The steps are....</li><li>• I'd like to show you how to ....</li><li>• The first/second/third step is....</li><li>• First of all, you need to....</li><li>• The first thing you have to do is....</li><li>• After you've done that, you ....</li><li>• The next thing to do is ...</li><li>• Be careful not to ....</li><li>• Firstly, ...</li><li>• First of all, ...</li><li>• The first step is....</li><li>• To begin with, ...</li></ul>	<ul style="list-style-type: none"><li>• At the same time,...</li><li>• During...</li><li>• Before this, ...</li><li>• Previously, ...</li><li>• Earlier, ...</li><li>• While ...</li><li>• Secondly, ...</li><li>• Thirdly, ...</li><li>• After this, ...</li><li>• Next, ...</li><li>• The next step is...</li><li>• Lastly, ...</li><li>• ... finishes with ...</li><li>• Finally, ...</li><li>• In the last stage, ...</li><li>• The last stage is ...</li></ul>



## TASK 9

Work in pairs and complete the missing information of the dialogue below. You may use the expressions in Task 8. The answers may be varied. Discuss them with your partner. Then, act out the dialogue with your partner.

*Situation: Mr. Robert Kenn is telling his colleague, Mr. Bambang Triyana, the new employee in the Accounting Department of Samson & Co, how to receive a fax.*

Mr. Kenn : Mr. Triyana, could you please receive the fax for me?  
Mr. Triyana : I'm sorry, Mr. Kenn, but I haven't known how to do so.  
Mr. Kenn : Okay, then. Wait for me finish printing this document and let me tell you the steps.  
Mr. Triyana : Okay, thanks Mr. Kenn.  
(a few minutes later)  
Mr. Kenn : Mr. Triyana, receiving a fax can be an easy job as long as the machine is properly set up. 1) \_\_\_\_\_, ensure that the fax machine has enough paper and toner to print the fax off. 2)

\_\_\_\_\_, make sure that it's connected to a working phone.

Mr. Triyana : Okay.

Mr. kenn : Okay, 3) \_\_\_\_\_ make sure you've turned this on. 4) \_\_\_\_\_, check the ink. Make sure it has enough ink in its toner cartridge.

Mr. Triyana : Okay. I can see that the toner cartridge has some sort of indicator. How does this work?

Mr. Kenn : You're right. It's because the toner is low. We'd better fill up now.

Mr. Triyana : Let me do this, Mr. Kenn, just tell me how to do so.

Mr. Kenn : Sure. 5) \_\_\_\_\_, make sure that there's enough paper loaded in the fax machine's paper tray. 6) \_\_\_\_\_, run your thumb along the bottom, separating the individual pages, to avoid paper jams in the machine, like this.

Mr. Triyana : Okay, then?

Mr. Kenn : 7) \_\_\_\_\_, things you have to consider is, if there's a phone on the fax machine, the phone will ring. Don't pick it up. Wait for the "handshake" tones indicating that the fax machine is talking with the sender's machine.

Mr. Triyana : 8) \_\_\_\_\_ will the fax machine begin to print each page of the fax?

Mr. Kenn : Yes, it will automatically. 9) \_\_\_\_\_, check the coversheet to make sure you received as many pages as were sent.


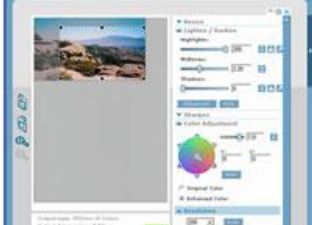


Mr. Triyana : Thanks, Mr. Kenn. Your explanation is very useful.

Mr. Kenn : Not at all. 10) \_\_\_\_\_ thing you have to do after receiving it, make sure to call or e-mail the sender to confirm that you received the fax. It's our office etiquette.

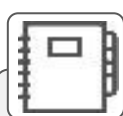
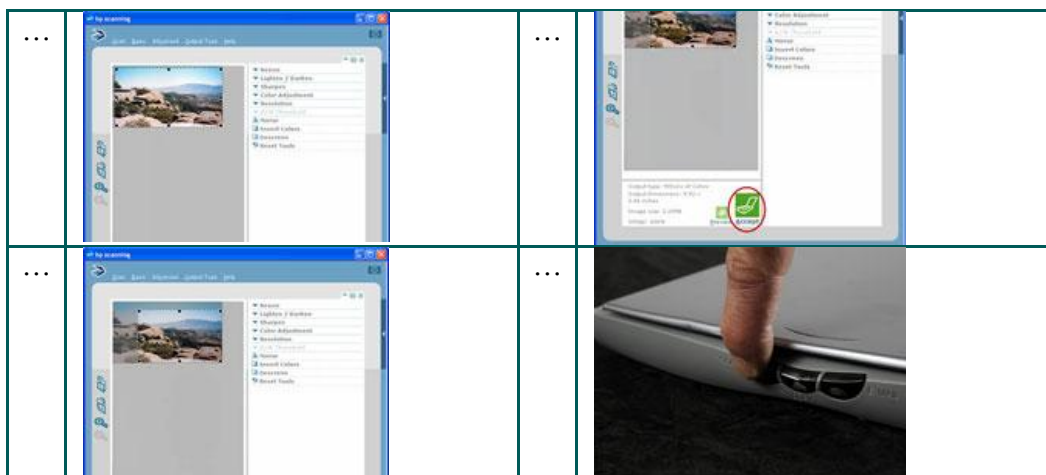


## TASK 10

**In this task, you will listen to a monologue twice. Listen carefully and number the picture that explains the steps on how to operate a scanner. Number 1 has been done for you.**

...		...	
1		...	





## C. LANGUAGE FOCUS



### TASK 11

In this task, you will listen to a monologue about how to scan a photo using the scanning software. Write down the important steps in the box below and answer the questions to check your comprehension.

No.	Steps
1.	First, put the photo in _____ _____
2.	Then, open the scanner software via _____ _____
3.	After opening the scanner program, _____ _____
4.	_____ _____

### Questions

1. What should you do before using the scanner for the first time?
2. What are the three examples of photo editing software?
3. What do you do if you are making mistake during scanning the photo?
4. What happens if you click the “start scanning” option?

### FUN SPOT

“Now I understand that one of the important reasons for going to college and getting an education is to learn that the things you've believed in all your life aren't true, and that nothing is what it appears to be.”

— Daniel Keyes, *Flowers for Algernon*



## TASK 12

Study the rules below with your partner.

In the text in Task 11, you hear the phrase *a scanner software* and *the scanner software*. Do you know why the noun *scanner software* uses different article? It is because article *a* and *the* are used in different way. The table below shows the use of article *a* and *the*.

### The use of article *a/an*

- Article *a/an* is used to talk about one particular person or thing, when the listener/reader does not know which one is meant, or when it does not matter which one.
- Article *a/an* is used to talk about one member of a class (job).
- Article *a/an* is used to classify people and things to say what class, group, or type they belong to.
- Article *a/an* is used to identify what something/someone is, or what something/someone is like.
- Article *a/an* is used after certain adverbs or adjectives.
- Article *a/an* is used before noun qualifiers.
- Article *a/an* is used with proper names.
- Article *a/an* is used after *so* or *too* + *an adjective* + *a singular noun*.
- Article *a/an* is used after *such* and *waste*.

### The use of article *the*

- Article *the* is used when the listener knows which thing the speaker means.
- Article *the* is used when there is only one of something.
- Article *the* is used before *sea, sky, ground, country*, objects in manmade environment of the home and the community, physical environment.
- Article *the* is used before *cinema, theater, radio, television*.
- Article *the* is used to talk about a type of plant, animal, tree, etc.
- Article *the* is used before a noun introduced previously.
- Article *the* is used before the superlatives of adjectives.
- Article *the* is used before ordinal numbers.
- Article *the* is used before adjectives in a time or space sequence.
- Article *the* is used in older aphoristic constructions.
- Article *the* is used before names composed entirely or partially of common nouns referring to a political union or Brainstorming for ideas
- Article *the* is used before plural names: continents, countries, mountain ranges, groups of islands, groups of lake, all bodies of water except lakes and bays, desserts, forests, peninsulas, and archipelagos, and points of the globe.

Now, put the correct article (*a, an, the, or nothing*) into the sentences below.

1. Moving to a)\_\_\_\_\_ United States was b)\_\_\_\_\_ most exciting thing I have ever done. I moved last year to c)\_\_\_\_\_ New York. New York is exciting city, full of d)\_\_\_\_\_ adventure.

2. Today, I have a)\_\_\_\_\_ job interview at financial company. b)\_\_\_\_\_ company has offices in all over world. I'm not sure that I have c)\_\_\_\_\_ skills to get hired.
3. If I get hired, I could meet him after a)\_\_\_\_\_ work for drinks. That would be great. He's from b)\_\_\_\_\_ Scotland. He works 8 hours c)\_\_\_\_\_ day, 5 days d)\_\_\_\_\_ week.
4. I have two brothers. One, Greg, is still in a)\_\_\_\_\_ college, and b)\_\_\_\_\_ other, Mike, has already graduated. Mike is c)\_\_\_\_\_ kind of guy that is very serious.
5. a)\_\_\_\_\_ stress can make b)\_\_\_\_\_ life unpleasant. In c)\_\_\_\_\_ day, I work at d)\_\_\_\_\_ office. people I work with are busy, and e)\_\_\_\_\_ work we do isn't easy.
6. When I drive to a)\_\_\_\_\_ work, usually b)\_\_\_\_\_ highways are really busy. If there's c)\_\_\_\_\_ accident during d)\_\_\_\_\_ rush hour, it can be e)\_\_\_\_\_ chaos on the roads.



### TASK 13

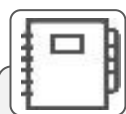
Work in pairs and make a complete dialogue using the expressions in Task 9 and using information from one of the situations below. Then, act out the dialogue with your partner.

#### Situation 1

You are accompanying your friend going to a Wealth Bank to make an account. Because this is her first time making an account, she does not know how to do it. Thus, you tell her the steps.

#### Situation 2

After accompanying your friend making a bank account, you go to an ATM machine and you tell her the way to use the ATM.



### REFLECTION

How much improvement have you made after learning English in this unit?  
Put a tick (✓) in the right column to indicate how much you have learn.

Aspects	Very much	Much	Little
Explaining procedures			
Pronouncing minimal pairs			
Using article <i>a/an</i> and <i>the</i>			
Vocabulary			

## VOCABULARY LIST

---

acquire /ə'kwaɪər/ (v)	: mendapatkan
adjust /ə'dʒʌst/ (v)	: mengatur
assist /ə'sɪst/ (v)	: membantu
beep /bi:p/ (n)	: tanda bunyi
button /'bʌtən/ (n)	: tombol
consider /kən'sɪdər/ (v)	: mempertimbangkan
console /kən'səʊl/ (v)	: menghibur
contain /kən'teɪn/ (v)	: mengandung
cord /kɔ:d/ (n)	: kawat
corner /'kɔ:nər/ (n)	: pojok
device /dɪ'vaɪs/ (n)	: alat
ensure /ɪn'ʃʊər/ (n)	: memastikan
equipment /ɪ'kwɪpmənt/ (n)	: peralatan
etiquette /'etɪket/ (n)	: tatacara
icon /'aɪkən/ (n)	: gambar kecil di computer
indicate /'ɪndɪkeɪt/ (v)	: menunjukkan
ink /ɪŋk/ (n)	: tinta
jack /dʒæk/ (n)	: stop kontak
lid /lɪd/ (n)	: penutup
mark /mɑ:k/ (n)	: tanda
necessary /'nesəseri/ (n)	: kebutuhan
noise /nɔɪz/ (n)	: gaduh
notice /'nəʊtɪs/ (v)	: peringatan
object /'ɒbdʒɪkt/ (n)	: benda
onto /'ɒntu/ (prep)	: diatas
operate /'ɒpəreɪt/ (v)	: menjalankan
outline /'aʊtlam/ (n)	: garis
plenty /'plenti/ (adv)	: banyak
plug /plʌg/ (n)	: steker
press /pres/ (v)	: menekan
prompt /pra:mpt/ (adj)	: cepat
properly /'prɔ:pəli/ (adv)	: dengan baik
receive /rɪ'si:v/ (v)	: menerima
recognize /'rekəɡnaɪz/ (v)	: mengenal
require /rɪ'kwaɪər/ (v)	: membutuhkan
select /sɪ'lekt/ (v)	: memilih
tray /treɪ/ (n)	: baki

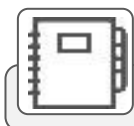
## I NEED SOME ADVICE ON THIS INVESTMENT.



Picture 4.1

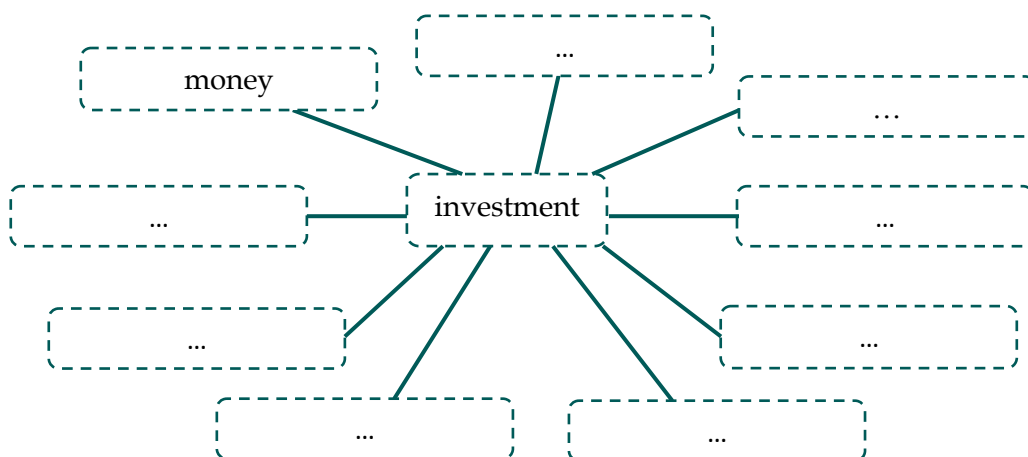
<http://www.number-factory.co.uk/>

If you are confused or don't know what to do, you sometimes need to ask your family or colleagues to give you some advice. Do you know how to ask for advice? If others need your advice, you also need to know how to give them advice. Do you know how to do that? Learn those more through challenging activities in this unit.



## TASK 1

What do you think of when you hear/read the word *investment*?  
Write your ideas in the boxes below.



## TASK 2

A colleague of yours is thinking of investing in a property company and you are advising him. Can you think of three more pieces of advice?

It's important to invest in an area with rental appeal, e.g. close to campus, office, shops, etc.

Do some research on the capital growth history of the area.

You'd better check the tenant if it's been rented before.



Picture 4.2: <http://ak8.picdn.net/>

### FUN SPOT

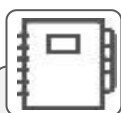
"When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us." — Helen Keller



### TASK 3

Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.

No.	Words	Pronunciation	Part of speech	Equivalents
1.	consider	/kən'sɪdər /	verb	...
2.	insurance	/ɪn'ʃʊərənt s/	noun	...
3.	uncertainty	/ʌn'sɜ:tənti/	noun	...
4.	profitable	/'prɒfɪtəbl/	adjective	...
5.	risky	/'rɪski/	adjective	...
6.	unforeseen	/,ʌnfə'sɪn/	adjective	...
7.	retirement	/rɪ'taɪəmənt/	noun	...



#### A. TASK CYCLE PRE-TASK



### TASK 4

In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.

No.	Statements	T/F	Reason
1.	Mrs. Swain asked Mr. Wright's opinion since she is confused what she should invest in.	T	-
2.	Mr. Wright suggested investing in life insurance because it has benefit of saving money.	...	...
3.	Mrs. Swain said that life insurance is a good choice to invest in due to the unexpected things happen in life.	...	...
4.	Mr. Wright said that life insurance is prospective.	...	...
5.	Life insurance has its long-term benefits.	...	...
6.	Mrs. Swain thought that life insurance can't be the best solution for retirement planning.	...	...

#### FUN SPOT

"The scariest moment is always just before you start." — Stephen King





## TASK 5

---

Listen to the dialogue in Task 4 once again and list the benefits of investing in life insurance. Then, have a class discussion to check your answers.

---

---

---

---

---

---



## TASK 6

---

In this task, you will listen to a dialogue twice. Listen carefully and complete the missing information with the words or phrases you hear in the recording.

*Situation: Jones Collins is talking about investing in property with his parents, Mr. Derrick Collins and Mrs. Samantha Collins in the living room.*

- Mrs. Collins : Have you decided when you will start investing, Jones?
- Jones : I haven't decided what I should invest in, Mom.
- Mr. Collins : Why don't you invest in 1)\_\_\_\_\_? It's great while you are still in your 20's.
- Mrs. Collins : You're right, honey. You just need to put little effort and by investing in property you will get a 2)\_\_\_\_\_.
- Jones : That's right.
- Mr. Collins : 3)\_\_\_\_\_ or commercial, 4)\_\_\_\_\_ or single family, hotels or offices? You get to decide. There are plenty of options out there and you just need to choose the right property for you.
- Jones : What do you suggest, Dad?
- Mr. Collins : Well, all of them are good. You know, communities grow, so does the 5)\_\_\_\_\_ of your property. The longer you hold onto your investment property, the more potential you have to get a high return.
- Mrs. Collins : Yeah, property is a long-term investment. 6)\_\_\_\_\_ will typically increase in value as time goes on compared to a savings account that will lose value as inflation rises.
- Mr. Collins : Moreover, many real estate investments offer positive monthly 7)\_\_\_\_\_ after your mortgage. This cash flow will



- increase over time as your mortgage financing decreases incrementally and rental rates increase.
- Jones : That will create a growing source of secure 8)\_\_\_\_\_ income for me, right?
- Mrs. Collins : Exactly. Since it's a tangible 9)\_\_\_\_\_, financing is generally more easily attained and your potential returns are heightened.
- Mr. Collins : Real estate is more consistent than stocks in terms of market volatility. It can continue providing you steady returns even during lulls in the economy.
- Mrs. Collins : Generally speaking, the rental income you earn will be sufficient to cover your mortgage payments and the other 10)\_\_\_\_\_ associated with your investment unit.
- Jones : Well, there are so many more benefits investing in property.
- Mr. Collins : Of course. Think about it and discuss with us if you have decided where and what you are going to invest in, okay?
- Jones : Sure, Dad, Mom. Thanks for the advice.
- Mrs. Collins : You're welcome, sweetie.



## TASK 7

**Study the dialogue below. Check your understanding by answering the questions orally. Then, act out the dialogue with your partner.**

*Situation: Mrs. Kelly Cooper is having a lunch break when Mr. Andre Yahya is approaching her to talk about investment.*

- Mr. Yahya : Hi, Kelly. What's new?
- Mrs. Cooper : Hi, Andre. Nothing's special. What about you?
- Mr. Yahya : Well, I'm actually happy seeing you here. I have something to discuss with you.
- Mrs. Cooper : What is it? Tell me quickly.
- Mr. Yahya : Well, I wanna start investing on gold. I know you have invested in gold since a couple years ago. Can you give me some advice?
- Mrs. Cooper : Well, okay. Starting investing in gold is a good choice. You can choose gold coins, gold bars, gold accounts, gold futures, and gold mining.
- Mr. Yahya : What should I choose then?
- Mrs. Cooper : If you are just starting out in gold investing, the experts advice to start out with gold coins or gold bars. These two are simpler

and easier to understand. These are perfect for beginner investors in the gold market.

Mr. Yahya : Is that so? How about gold accounts?

Mrs. Cooper : You must be a large investor to get in on gold accounts. Many private banks may offer the chance to invest in a gold account, but only if you are willing to invest a substantial sum. Gold accounts are only for experienced investors who are very well to do and can afford to invest millions.

Mr. Yahya : I see.

Mrs. Cooper : Gold investment advice does not usually recommend gold futures for beginners. This market deals more in speculation than in actual investing, and can be complex.

Mr. Yahya : and what about gold mining?

Mrs. Cooper : Gold mining shares are another way to invest in gold without having to take actual physical delivery of it. This type of investment carries significant risks, and there is no guarantee that mining shares will go up simply because the price of gold does.

Mr. Yahya : So, what should I do first?

Mrs. Cooper : Well, I suggest you to buy gold when the prices are low, but do not try to wait until the price hits rock bottom. This is a common mistake made by many investors. By waiting too long, you may miss the perfect opportunity to grab gold before it starts to rise again.

Mr. Yahya : Do you think that I should start with gold coins or bar?

Mrs. Cooper : If I were you, I'd start with gold coins investment. Gold coins are light, usually weighing around one ounce, and are very easy to transport, store, and ship.

Mr. Yahya : Ah, I see. Gold bars normally weigh more than coins, and are much bigger and bulkier.

Mrs. Cooper : Exactly, although gold bars are normally the cheapest way to purchase gold.

Mr. Yahya : Your explanation is very useful. Thanks for your advice, Kelly.

Mrs. Cooper : Not at all. Good luck.

Adapted from: <http://www.biostockspro.com/>

### Questions

1. Mention what kinds of gold we can invest in.
2. What is the best gold choice for beginner investors?
3. What are the differences between gold coins and gold bars?
4. When is the best time to buy gold?
5. When Mr. Yahya said *so, what should I do first*, what does he mean?



## TASK 8

Study the explanation below with your partner.

In the dialogue in Task 7, you find the phrase *I'm*, *what's* and *I'd*. How do you pronounce them? Those are called contractions.

A contraction is a shortened version of the written and spoken forms of a word, syllable, or word group, created by omission of internal letters (actually, sounds). It occurs when two words are combined to the extent that the two are pronounced as one word or one syllable. These have, for the most parts, been conventionalized in written language. Common examples are as follows. Repeat their pronunciation after your teacher.

aren't	are not
can't	cannot
couldn't	could not
didn't	did not
doesn't	does not
don't	do not
hadn't	had not
hasn't	has not
haven't	have not
he'd	he had; he would
he'll	he will; he shall
he's	he is; he has
I'd	I had; I would
I'll	I will; I shall
I'm	I am
I've	I have
isn't	is not
it's	it is; it has
let's	let us
mightn't	might not

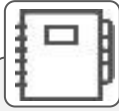
mustn't	must not
shan't	shall not
she'd	she had; she would
she'll	she will; she shall
she's	she is; she has
shouldn't	should not
that's	that is; that has
there's	there is; there has
they'd	they had; they would
they'll	they will; they shall
they're	they are
they've	they have
we'd	we had; we would
we're	we are
we've	we have
weren't	were not

what'll	what will; what shall
what're	what are
what's	what is; what has
what've	what have
where's	where is; where has
who'd	who had; who would
who'll	who will; who shall
who're	who are
who's	who is; who has
who've	who have
won't	will not
wouldn't	would not
you'd	you had; you would
you'll	you will; you shall
you're	you are
you've	you have

### FUN SPOT

"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I have lived through this horror. I can take the next thing that comes along.' You must do the thing you think you cannot do."

— Eleanor Roosevelt, *You Learn by Living: Eleven Keys for a More Fulfilling Life*



## B. LANGUAGE FOCUS



### TASK 9

Study the explanation below with your partner.

In the text in Task 7, you find the following conversation.

Mr. Anderson : So, **what should I do first?**

Mrs. Cooper : Well, **I suggest you to** buy gold when the prices are low, but do not try to wait until the price hits rock bottom.

The first expression written in bold is expression to ask for advice and the second expression in bold is expression to give advice. Here are more examples of expressions to ask for and give advice.

Asking for advice	Giving advice
<ul style="list-style-type: none"> <li>• What do you think I should do?</li> <li>• What do you suggest?</li> <li>• What would you do (in this situation)?</li> <li>• What would you do if you were me?</li> <li>• Can you give me some useful advice?</li> <li>• What should I do?</li> <li>• What do you advise me to do?</li> <li>• If you were me what would you do?</li> <li>• What ought I to do?</li> <li>• Do you think that I should...?</li> </ul>	<ul style="list-style-type: none"> <li>• I think you should....</li> <li>• I don't think you should...</li> <li>• My advice would be to....</li> <li>• I'm sure you ought to....</li> <li>• Don't you think it would be better to....</li> <li>• You ought to ...</li> <li>• You should....</li> <li>• You had better....</li> <li>• You'd better....</li> <li>• If I were you, I would...</li> <li>• You ought/ought not to...</li> <li>• If I were in your position, I would...</li> <li>• If I were in your shoes, I would...</li> <li>• Your only option is to....</li> <li>• Why don't you....?</li> <li>• Have you thought about....?</li> <li>• Have you tried...?</li> </ul>



### TASK 10

Work in pairs and complete the missing information in the dialogue below using appropriate phrases or expressions in Task 10. The answer may be varied. Then, act out the dialogue with your partner.

*Situation: Jones Collins is asking his father's advice what he should do before investing in property.*

Jones : Dad, I've found the right property I'm really interested in.

Mr. Collins : Great. What kind of property is it?

Jones : It's a residential building in St. Clara. The price is really interesting compared to the location of the property.

Mr. Collins : It's good to hear that. Have you done some research?

Jones : 1) \_\_\_\_\_, Dad?

Mr. Collins : 2) \_\_\_\_\_ to do some of the things to look out for. Make sure you inspect the property more than just once.

Jones : It's been my third times.

Mr. Collins : 3) \_\_\_\_\_ visiting it at different times of the day or night or weekend?

Jones : I haven't visited it on the weekend.

Mr. Collins : 4) \_\_\_\_\_, so you can gauge the traffic and noise levels. And more, a rainy day is perfect to see if there are any leaks.

Jones : But this is summer, Dad, and as far as I know there are no leaks.

Mr. Collins : 5) \_\_\_\_\_ if there are any cracks in the walls.

Jones : Both the interior and exterior are okay.

Mr. Collins : If it's an old house and the carpet is lifting up in places, 6) \_\_\_\_\_ have a look at the state of the floorboards. You may see if there are signs of mould, white ants, borers or other problems.

Jones : Okay.

Mr. Collins : One more thing you have to make sure is if there is a musty smell. It may indicate rising damp or water damage.

Jones : Noted. I'm gonna visit it again tomorrow and make sure everything is okay. Thanks, Dad.

Mr. Collins : Great. Good luck.



## TASK 11

**In this task, you will listen to a monologue. Listen carefully and list the expressions used by the speaker to suggest the listener. After that, answer the questions to check your comprehension.**

No.	List of expressions
1.	Firstly, you should ask yourself _____
2.	Secondly, you ought to _____
3.	_____
4.	_____
5.	_____

## Questions

1. What is the text about?
2. How many points does the speaker mention before investing in stocks?
3. What should you do to know whether or not a company may be a good investment?
4. What should you consider to know when the best time to sell the stocks?
5. What does the speaker mean by saying *why don't you look to the company's competitors?*



## TASK 12

Study the rules below.

In the text in Task 11, you hear the sentences

- *I **used to invest** based solely on stock tips and become an uneducated investor.*
- *I'm **used to looking** to at least the other two top competitors in the industry to determine the superior investment.*

Do you know the difference between *used to* in the first and second sentence? They are used in different way. The table below shows the use of article *used to + infinitive* and *be/get used to*.

### 'used to + infinitive' and 'be/get used to'

#### used to + infinitive

- We use '**used to**' to talk about things that happened in the past – actions or states – that no longer happen now.
- There is no present tense equivalent of '**used to**'. To talk about present habits we use the present simple and an adverb of frequency (*usually, always, often, never, etc.*)

#### 'be/get used to'

- If you **are used to** something, you are accustomed to it – you don't find it unusual. If you **get used to** something or you **are getting used to** something you are becoming accustomed to it – it was strange, now it's not so strange.
- Both '**be used to**' and '**get used to**' are followed by a noun (or pronoun) or the gerund.
- '**Be/get used to**' can be used with past, present and future tenses.
- In all of the above examples **be** or **get used to** can be replaced by **be or become accustomed to** which is very similar in meaning, if a little more formal.

Now, decide whether the sentences below are using *used to + infinitive* or *be/get used to*.

1. When I started to work here I needed a lot of help, but now I \_\_\_\_\_ all the work on my own.

2. When I had to commute to work every day I \_\_\_\_\_ very early.
3. When Pete Smith was the head of our office everything \_\_\_\_\_ well organized. Now it's total chaos here.
4. Mr. Brown was shocked when he joined our busy company because he \_\_\_\_\_ doing much work everyday.
5. At first the employees didn't like the new open-space office but in the end they \_\_\_\_\_ it.
6. Don't worry, it's a simple program to use. You \_\_\_\_\_ it in no time, I'm sure.



### TASK 13

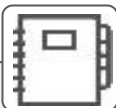
Work in pairs and make a dialogue using the expressions in Task 9 based on one of the situations below. Then, act out the dialogue with your partner.

#### Situation 1

Your colleague has invested in gold for a year and she/he wants to invest more. You give her/him advice since she/he is no longer a beginner investor.

#### Situation 2

Your assistant asks your advice on what she should invest in, property or stock. As an experienced investor, you give her some advice.



### REFLECTION

How much improvement have you made after learning English in this unit? Put a tick (✓) in the right column to indicate how much you have learn.

Aspects	Very much	Much	Little
Asking for advice			
Giving advice			
Pronouncing contractions			
Using <i>used to+infinitive</i> and <i>be/get used to</i>			
Vocabulary			

## VOCABULARY LIST

---

afford /ə'fɔ:d/ (v)	: mampu
attain /ə'teɪn/ (v)	: mencapai
benefit /'benɪfɪt/ (n)	: keuntungan
bulky /'bʌlki/ (adj)	: besar sekali
decrease /dɪ'kri:s/ (v)	: berkurang
define /dɪ'faɪn/ (v)	: memberi definisi
determine /dɪ'tɜ:mɪn/ (v)	: menentukan
earn /ɜ:n/ (v)	: mendapat penghasilan
egregious /ɪ'ɡri:dʒəs/ (adj)	: termashur
ensure /ɪn'ʃʊr/ (v)	: memastikan
essential /ɪ'sentʃəl/ (adj)	: perlu sekali
expense /ɪk'spens/ (n)	: biaya/ongkos
expert /'ekspɜ:t/ (n)	: ahli
gain /geɪn/ (v)	: memperoleh
goal /ɡoʊl/ (n)	: tujuan
guarantee /,ɡærən'ti:/ (n)	: jaminan
increase /ɪn'kri:s/ (v)	: kenaikan
inflation /ɪn'fleɪʃən/ (n)	: inflasi
lull /lʌl/ (n)	: ketenangan
mortgage /'mɔ:ɡɪdʒ/ (n)	: hipotek
opportunity /,ɒpə'tju:nəti/ (n)	: kesempatan
potential /pəʊ 'tentʃəl/ (adj)	: berkesempatan
profitable /'prɒfɪtəbl/ (adj)	: menguntungkan
property /'prɒpəti/ (n)	: tanah milik/milik
provide /prə'vaɪd/ (v)	: menyediakan
rate /reɪt/ (n)	: tariff dasar
residential /,rezɪ'dentʃəl/ (adj)	: kediaman
retire /rɪ'taɪr/ (v)	: memberhentikan
retirement /rɪ'taɪrmənt/ (n)	: pengunduran diri
return /rɪ'tɜ:n/ (n)	: hasil keuntungan
share /ʃeə/ (n)	: bagian/saham
steady /'stedi/ (adj)	: kokoh
stock /stɔ:k/ (n)	: saham
tangible /'tæŋdʒəbl/ (adj)	: nyata
unforeseen /,ʌnfə'si:n/ (adj)	: tak terduga
value /'vælju:/ (n)	: nilai
volatility /,vɔ:lə'tɪləti/ (n)	: keadaan terbang



## APPENDIX 1: Unit 1- Tasks 4 and 5

*Situation: Beth Smith, a university student majoring Accounting Department, is interviewing her mom, Mrs. Sara Smith, an accountant manager in Dock & Co about jobs in accounting.*

- Beth : Mom, could you help me do my homework.
- Mrs. Smith : I'm quite busy right now, Ruth. How about doing it tomorrow evening?
- Beth : But I have to submit this tomorrow morning. Please, help me.
- Mrs. Smith : Okay, come here. What's the question?
- Beth : I have to interview a person who is an expert in accounting and ask him/her the job description of these jobs.
- Mrs. Smith : Okay, what are the jobs?
- Beth : They are bookkeeping, accounting, and auditing. Let's go to the first job, Mom, bookkeeping.
- Mrs. Smith : Well, actually bookkeeping, accounting, and auditing clerks have different assignment, but they all have the same job. They help keep tracking the money of business makes and spends.
- Beth : Don't they have specific jobs?
- Mrs. Smith : Of course, they do. Bookkeeping clerks help by preparing balance sheets and other documents. They also summarize an organization financial position.
- Beth : Is that all? How about accountants, Mom?
- Mrs. Smith : Well, accounting clerks enter sales and producing transaction data. An accounting clerk verifies that a figure is accurate and the calculations are correct. In small businesses all of this function may be performed by one individual, often a part-time employee. At hospital corporations, government agencies, and other large organizations, specialization is the role.
- Beth : How about their educational background, Mom?
- Mrs. Smith : A high school diploma is essential. Business school or college graduate may also be desirable.
- Beth : Is that all? Do you have any suggestion for those who want to be an accountant, Mom?
- Mrs. Smith : Umm, applicant' sheets also have a strong aptitude for numbers. If you want to be an accountant or employee related to accounting, consider volunteering into manage books for students' groups and other extracurricular organizations. You'll quickly see how important the person who keeps tracking the money really is.
- Beth : Okay, Mom. Thanks, you can continue working now.
- Mrs. Smith : Sure, darling. Don't go to bed too late.

## APPENDIX 2: Unit 1 - Task 6

---

*Situation: Beth Smith, a university student majoring Accounting Department, is interviewing her mom, Mrs. Smith, an accountant manager in Dock & Co about being an accounting.*

- Beth : Mom, may I come in? There are some more questions left.
- Mrs. Smith : Sure, darling.
- Beth : Where do usually accountants work?
- Mrs. Smith : Some accountants work for private citizens, helping them file their taxes and giving advice on general financial matters. Other accountants work for companies, either as outside consultants or as full-time employees.
- Beth : What do they do, Mom?
- Mrs. Smith : They handle the company's financial records, oversee budgets, payments, expenses, and taxes. Ah, I forgot this. There are also accountants that work for the government, some work for the IRS or Internal Revenue Service, the agency responsible for collecting taxes.
- Beth : Could you tell me more about IRS accountants?
- Mrs. Smith : Their job is to make sure that tax for turns are filled up properly. They are specially trained to look for tax. Other government accountants make sure that local states and federal agencies keep accurate records.
- Beth : Mom, you used to be an accountant. How does it feel to be an accountant?
- Mrs. Smith : Well, accounting can be the tidiest work. You know, new computer software is rapidly changing and opening the door to easier record keeping. Accountant should expect to spend most of their time at the desk.
- Beth : What do we need to do if we want to be an accountant?
- Mrs. Smith : Other accounting or related field necessary for most candidates, passing the exam to become a CPA or Certified Public Accountant will offer better job opportunities and most states require CPA candidates to complete additional thirty semesters hours beyond the usual bachelor degree.
- Beth : Noted, Mom. Thanks.
- Mrs. Smith : You're welcome, sweetie.

## APPENDIX 3: Unit 1 - Task 10

---

*Situation: Anne, an employee of a financial firm, meets Diana, her college friend who happens to work in the same firm but different division in the canteen. They decide to have their lunch together and have a small talk.*

- Anne : Anyway, tell me about your new job? You like it?
- Diana : All I can say is yes, of course, I do. I mean since I was majoring Management study program when I was in college, I really wanted to work in Management field. I'm happy I can finally work here as an assistant manager.

Anne : You're right. Although I was majoring Accounting, my dream was actually to be an entrepreneur.

Diana : Really? You've never told me about that. As far as I know, you like Math that much. Too bad being an accountant is not what you want.

Anne : Well, it's not bad at all actually. After working here for four months, as you can see that I start loving my job.

Diana : That's great. So, tell me about your job. What do you do?

Anne : Well, let me explain you what I do as a public accountant. I do all sorts of accounting, including bookkeeping, managing client's finances, preparing taxes and auditing financial statements. There are so many, right? Furthermore, my clients are not only individuals, but also companies, corporations, governments and non-profit organizations.

Diana : That's amazing. I want to know whether all accountants do the same job as you do.

Anne : Yeah, in public accounting division, there is special type of public accounting called forensic accounting involves investigating financial crimes, securities frauds, contract disputes, bankruptcies, money laundering and other criminal financial transactions.

Diana : Then how about other divisions?

Anne : Well, there're three more divisions. You might get bored listening to me explain everything.

Diana : No, it's okay. I want to know more about your divisions. Do you mind telling me about them?

Anne : The point is, besides public accountant, there are management and government accountant. Management accountants do both the recording and analyzing the financial information of our company. They also manage the finances of the company, prepare budgets and taxes, evaluate performance, and perform cost accounting and asset management. And government accountant handle the finances of federal, state as well as local government bodies. As a government accountant, your responsibilities may include bookkeeping, payroll, budgeting, managing revenues and expenditures, making sure that the accounting practices of government agencies comply with the law, auditing individuals and private businesses that are subject to government tax.

Diana : Either you or all of them do a lot of job, too.

Anne : Ah, I forgot the last thing.

Diana : What is it?

Anne : There's one more division called internal audit accounting: This accounting examines and verifies the company's financial records to check for waste, mismanagement and fraud. As an internal audit accountant, you will evaluate your company's financial information system, internal controls and management procedures to ensure the accuracy of records and adequacy of controls.

Diana : You do remember even small details about accounting. Now I know better about accounting field.

Anne : Our food is coming. Let's grab them first.

Diana : All right.

### APPENDIX 3: Unit 1- Task 11

---

Actuaries evaluate, manage and advise on financial risks. The core of actuarial work lies within both pensions and insurance, where professionals are most likely to start off. Some actuaries may move on to investment banks at a later stage.

Actuarial work can be diverse and ranges from highly technical roles developing complex financial products in either investment banks or pensions and insurance companies. Actuaries need to apply both their mathematical and statistical awareness to real situations in the financial world. Strong communication skills are becoming an increasingly important part of the actuarial profession. It is also essential that actuaries are able to discuss complex topics in a simple way to assist their clients effectively.

Actuarial trainees may begin work as whether trainee pensions consultants or risk analysts. Senior actuaries can be found in consulting firms as partners, in large banks as chief risk officers or in board-level positions in insurance companies and other financial services organisations.

Actuaries apply financial and statistical theories to assess the likelihood of a particular event occurring and the possible financial costs. They use not only mathematical modelling techniques but also statistical concepts to determine probability and assess risks to price commercial insurance. They also monitor risk within trading positions in investment banking to ensure excessive risks are not taken during the fast pace of trading.

### APPENDIX 4: Unit 2 - Task 4

---

*Situation: Sam is calling Jane's office to make an appointment with her to discuss the air conditioning in her office*

Sam : Good morning, Jane. This is Sam from Morgan International.

Jane : Good morning. What can I do for you?

Sam : I want to meet you about the requirements of the air conditioning in your office.

Jane : Oh, yes. We want a new air conditioning plant. Did my assistant, Sara, tell you about it?

Sam : Yes, she called us. Can I meet you this Friday morning?

Jan : I'm afraid I'm tied up in the morning, but anytime after lunch is fine.

Sam : Good. How about 2.30?

Jane : 2.30 sound fine. You can visit my office.

Sam : thank you. I will be there. See you on Friday, 2.30.

Jane : Sure, Sam. Bye

*A few minutes later...*

Jane : Hello, this is Jane from A-Pack Tax.

Sam : Hello, Jane. How are you?

Jane : I'm fine. I'm calling about our Friday appointment. I'm sorry but I have to cancel the meeting as something urgent has come up.

Sam : Okay. When is it convenient to meet you then?

Jane : Well, I'm free Monday morning. Will that be okay?

Sam : That's fine.

Jane : Great. Then we can meet on Monday at 10.30. Sorry for the change.  
Sam : No problem. I can understand.

#### **APPENDIX 5: Unit 2 - Task 5**

---

*Situation: Mr. Peter Jefferson is calling Mr. Brian Hibberd's office to make an appointment with him.*

Michelle : Mr. Hibberd's office.  
Mr. Jefferson : Hello, can I speak to Brian Hibberd, please?  
Michelle : I'm afraid he's in a meeting until lunchtime. Can I take a message?  
Mr. Jefferson : Well, I'd like to arrange an appointment to see him, please. It's Peter Jefferson here.  
Michelle : Could you hold on for a minute, Mr. Jefferson. I'll just look in the diary. So when's convenient for you?  
Mr. Jefferson : Sometime next week if possible. I heard he's away the following week.  
Michelle : Yes, that's right, he's on holiday for a fortnight.  
Mr. Jefferson : Well, I need to see him before he goes away. So would next Wednesday be okay?  
Michelle : Wednesday? Let me see. He's out of the office all morning. But he's free in the afternoon, after about three.  
Mr. Jefferson : Three o'clock is difficult. But I could make it after four.  
Michelle : So shall we say 4.15 next Wednesday, in Mr. Hibberd's office?  
Mr. Jefferson : Yes, that sounds fine. Thank you very much.  
Michelle : You're welcome, Sir.

#### **APPENDIX 6: Unit 2 - Task 7**

---

*Situation: Ms. Mork is calling Mr. Moriya because she wants to reschedule her appointment with him.*

Mr. Moriya : Tetsuya Moriya speaking.  
Ms. Mork : Good morning Mr. Moriya. This is Trine Mork from Sumikin-Intercom speaking.  
Mr. Moriya : Hello Ms. Mork. How are you?  
Ms. Mork : I'm fine. I'm calling about our appointment on Friday. I'm very sorry, but something has come up at the last minute, and I have to go to Osaka on Thursday and Friday. Could we change our appointment to next week?  
Mr. Moriya : Certainly. When is convenient?  
Ms. Mork : Well, I'm free Monday morning.  
Mr. Moriya : I'm in meetings all day Monday. What about Tuesday morning?  
Ms. Mork : Tuesday morning would be fine. How about 10:30?  
Mr. Moriya : That's fine.

Ms. Mork : Good. I'll be in your office at 10:30 on Tuesday, the 27<sup>th</sup>. Again, I apologize for the change.

Mr. Moriya : No problem. I understand.

Ms. Mork : Good. See you next week then.

Mr. Moriya : See you next week. Good-bye.

Ms. Mork : Good-bye.

## APPENDIX 7: Unit 2 - Task 11

---

### Being a Business Consultant

Starting having a consulting business is much harder than it looks. More and more professionals are starting consulting companies, which could be partially attributed to the rise of social media. Here are five tips on how to start a successful consulting business:

1. Develop an online platform. The cheapest way for people to start learning about who you are, and what you do, is to have a website. Start registering your website and name your company something that captures people's attention or relates to the services you're offering.
2. Do free work in exchange for a case study. The hard part of starting a consulting business is that every new lead will ask you about your previous clients and you don't have any. The best piece of advice is doing some free consulting for a friend, family member or someone else.
3. Connect with new people daily. Having raw skills isn't enough to start having a business. You need to constantly put yourself out there and connect with new people daily. Spend some of your time going to networking events, meet-up groups, conferences, and support your relationship using your social network channels to stimulate interest in your new business.
4. Enjoy partnering with other businesses. If you see successful businesses that are relevant to your consulting company, it might be a good idea to partner with them. Do not avoid being with those who aren't offering your services as part of their portfolio because if their customers could benefit from them, you should reach out to them.
5. Keep promoting yourself on freelance websites. Consider connecting freelance websites where you can promote your services for free. You are competing against other consultants for projects on these sites, but it can help generate new leads.

## APPENDIX 8: Unit 3 - Tasks 4 and 5

---

*Situation: Mrs. Jones is telling Anne, the new employee, how to use the copier.*

Mrs. Jones : Do you need any help, Anne?

Anne : Oh, actually yes, Mrs. Jones. Can you tell me how can I use this machine?

Mrs. Jones : My pleasure, darling. This is quite easy if you have been used to.

Anne : Well, because this is my first time using this copier, I'm afraid of making any mistakes.



Mrs. Jones : You're right. From now on you may often use this copier. You know that it's cheaper to use this than to use ink to print multiple copies.

Anne : Yes, Mrs. Jones. I'm listening to your instruction well.

Mrs. Jones : Okay, first all of, plug the copier in and turn the power switch on. You can find the button in the back of the machine, either on the top left or right side.

Anne : Okay, I found it.

Mrs. Jones : Second, wait for the machine to warm up. You'll hear high-pitched sounds for a few seconds, then it will be ready to use.

Anne : Okay, next?

Mrs. Jones : Next, open the paper tray by sliding it out, as you can see it's located at the front of the machine. It has three trays for various sizes of paper, so fill it to the line with the appropriately sized paper.

Anne : Done, Mrs. Jones.

Mrs. Jones : And then open the top of the photocopy machine and put the object you want to photocopy onto the corner.

Anne : Like this?

Mrs. Jones : Yes. You'll notice numbers outlining the glass. The machine will copy objects from the corner that has the "0" mark. After that, close the lid.

Anne : Okay, Mrs. Jones.

Mrs. Jones : Now, you can use the touch screen to select image quality. You will see "Draft" or "Low," "Normal" and "High." Under "Printer" on the screen, select "Black and White" or "Color." After that, select the size you want the paper copy to be in "Image Size" button. Scroll up or down to increase or decrease the number of copies under "N of Copies". Adjust "Brightness" and "Contrast" by scrolling left to right. The further right you go, the brighter the printout will be and the higher the contrast of colors.

Anne : All right, it's set.

Mrs. Jones : The last, press the "Copy" button and wait for the copies to spill onto the side tray.

Anne : Well, this is not too hard.

Mrs. Jones : Of course, it will be easier as you use the copier more often.

Anne : Thanks a lot, Mrs. Jones.

Mrs. Jones : No problem. Work hard.

## APPENDIX 9: Unit 3 - Task 7

### How to Use a Scanner

Scanners are little devices that work like photocopiers. Rather than make a copy, the scanner takes the original and creates a graphics image that's then stored in your computer. So, the scanner gets the images directly into your computer. The steps to use a scanner are

1. Connect the scanner to your PC. Most scanners connect via a USB cable.

2. Place the material to be scanned into the scanner, just as though you were using a photocopier. Turn the scanner on, if necessary. Put the portion of the material that you want to copy facedown (so that it's pressed against the scanner glass). Your scanner may not have a power button or switch, in which case, it turns on automatically when you plug it into your computer.
3. Press the scan button on the scanner, which is the button to acquire a digital image. Or, if the scanner lacks a button, run the scanner software in Windows which acquires a digital image.
4. Preview the scan. The scanner's software should display a preview on your computer's screen.
5. Select the scan area in the scanner software. Use a zoom or magnification tool to ensure that you select the proper portion of the scanner glass.
6. Set other options. For example, set the type of scan: color, grayscale, or document. You can also set resolution, although the scanner software probably makes the proper adjustment for you. (If not, 200 dpi is good.)
7. Scan the image. The software should have a button that you need to click to scan the image.
8. Save the image to disk. An alternative to saving the image to disk is to open the image in a photo- or image-editing application, where the image can be further refined or edited.

## **APPENDIX 10: Unit 3 - Task 11**

---

### **Scanning a Photo via the Scanning Software**

A scanner software usually comes with their own software. This usually contains the scanner driver as well as a basic image editor to assist you with scanning and touching up your photos. You will need to install the software before you use the scanner for the first time.

As long as the scanner software has been installed, you can also use your own software to initiate each scan. Most photo editing applications allow you to access the scanner via their "File" menu. Examples of photo editing software include Adobe Photoshop, Corel Paintshop Pro, and The Gimp.

Assuming your scanner has been set up and it's connected to your computer/network, the actual steps you use to scan a photo will depend on your scanner. Typically, it will be one of the following:

1. First, position the photo in the scanner
2. Then, open the scanner software via an icon on your desktop or from the "Start" menu depending on your computer.
3. After you've opened the scanner software, it will usually give you some options such as "Scan Photos", "Preview" etc. Follow the prompts and you should be OK. If you make a mistake it won't matter - just delete the first scan and start another scan.
4. Once you select "Start Scanning", the photo will automatically be scanned and will appear within the scanner software. From here, follow the onscreen prompts.



## APPENDIX 11: Unit 4 - Tasks 4 and 5

---

*Situation: Mr. Johnny Wright and Mrs. Crystal Swain are having a dialogue in the office.*

- Mr. Wright : How's your investment progress, Mrs. Swain?
- Mrs. Swain : All is great. A company even asked me to invest in their stock yesterday.
- Mr. Wright : Well, you have invested I stocks, haven't you? Don't you wanna invest in the other things?
- Mrs. Swain : I do want to. I'm just still considering what I should invest in. What would you do if you were me?
- Mr. Wright : Have you thought about life insurance?
- Mrs. Swain : Well, isn't it prospective enough?
- Mr. Wright : Well, investing in life insurance is a need since it provides the dual benefits of savings and security.
- Mrs. Swain : I know. Life today is full of uncertainties. Life Insurance ensures that my family and I continue enjoying a good quality of life against any unforeseen event.
- Mr. Wright : That's the point. Life Insurance not only provides financial support in the event of untimely death but also acts as a long term investment. You can meet your goals, be it your children's education, their marriage, building your dream home or planning a relaxed retired life.
- Mrs. Swain : I see.
- Mr. Wright : Life insurers through riders or stand alone health insurance plans offer the benefits of protection against critical diseases and hospitalization expenses.
- Mrs. Swain : Yeah, that benefit has assumed critical importance as incidence of lifestyle diseases and medical costs are increasing.
- Mr. Wright : And because life insurance is a long-term contract, you have to pay a fixed amount at a defined periodicity. And it builds the habit of long-term savings.
- Mrs. Swain : Do you think that it's safe and profitable?
- Mr. Wright : Of course I do. It's a highly regulated sector. Life Insurance also ensures that the life insurers focus on returns over a long-term and do not take risky investment decisions for short term gains.
- Mrs. Swain : Hmm. I'm confused. What do you advise me to do?
- Mr. Wright : I'm sure you ought to invest in this. I think life insurance is one of the best instruments for retirement planning.
- Mrs. Swain : Well, you're right. I'm gonna discuss it with my husband then. Thanks for your advice, anyway, Mr. Wright.
- Mr. Wright : No problem.

## APPENDIX 12: Unit 4 - Task 6

---

*Situation: Jones Collins is talking about investing in property with his parents, Mr. Derrick Collins and Mrs. Samantha Collins in the living room.*

- Mrs. Collins : Have you decided when you will start investing, Jones?
- Jones : I haven't decided what I should invest in, Mom.
- Mr. Collins : Why don't you invest in property? It's great while you are still in your 20's.
- Mrs. Collins : You're right, honey. You just need to put little effort and by investing in property you will get a great reward.
- Jones : That's right.
- Mr. Collins : Residential or Commercial, multifamily or single family, hotels or offices? You get to decide. There are plenty of options out there and you just need to choose the right property for you.
- Jones : What do you suggest, Dad?
- Mr. Collins : Well, all of them are good. You know, communities grow, so does the value of your property. The longer you hold onto your investment property, the more potential you have to get a high return.
- Mrs. Collins : Yeah, property is a long-term investment. Real estate will typically increase in value as time goes on compared to a savings account that will lose value as inflation rises.
- Mr. Collins : Moreover, many real estate investments offer positive monthly cash flow after your mortgage. This cash flow will increase over time as your mortgage financing decreases incrementally and rental rates increase.
- Jones : That will create a growing source of secure retirement income for me, right?
- Mrs. Collins : Exactly. Since it's a tangible asset, financing is generally more easily attained and your potential returns are heightened.
- Mr. Collins : Real estate is more consistent than stocks in terms of market volatility. It can continue providing you steady returns even during lulls in the economy.
- Mrs. Collins : Generally speaking, the rental income you earn will be sufficient to cover your mortgage payments and the other expenses associated with your investment unit.
- Jones : Well, there are so many more benefits investing in property.
- Mr. Collins : Of course. Think about it and discuss with us if you have decided where and what you are going to invest in, okay?
- Jones : Sure, Dad, Mom. Thanks for the advice.
- Mrs. Collins : You're welcome, sweetie.

**Stock Market Investing Tips & Guide for Dummies**

There are as many stock investing strategies as there are stock investors in the world. In stock investing, it is essential that the individual investor comes up with a strategy, a set of criteria for risk management, and a mindset that will work in any market condition and any economic or political climate. What I've come up with here is more of a framework to ensure that you are not making some of the most egregious investing errors.

Firstly, you should ask yourself what brought this stock to your attention. It doesn't matter where the source of the stock tip is from. I used to invest based solely on stock tips and become an uneducated investor.

Secondly, you ought to make sure you understand the company and business model. If you think a company may be a good investment, but don't yet understand the way it earns its money, do some research.

Thirdly, I'm sure you better know the numbers. It is essential that stock investors be aware of the basic financial performance of a company they are investing in.

Then, why don't you look to the company's competitors? I'm used to looking to at least the other two top competitors in the industry to determine the superior investment.

Next, you should determine what the company is worth to you. If I were you I would determine what you would pay for the shares of stock in order to invest in a company. You can only determine a fair price for the company's shares based on what you believe the long-term value to be.

And the last is, I'm sure you ought to know when to sell. In order to know a good time to sell stocks, you need to understand the tax implications of stock sales, as well as the potential reasons to sell a stock.

**APPENDIX E**

**THE DESCRIPTION OF  
THE UNITS OF  
MATERIALS**

## THE DESCRIPTION OF UNIT 1 OF THE MATERIALS

<p><i>Could You Explain What an Accountant Is?</i></p> <p><b>Description:</b> The title is taken from one of the expressions to carry out the language functions used and explained in the unit. This unit encourages the students to learn about the expressions to ask for and give explanations, digraphs, and correlative conjunctions.</p>	
<p><b>Learning Objectives</b></p> <p><b>Description:</b> This part describes the learning objectives that will be achieved by the students after learning the unit of the materials.</p>	
<p><b>A. Pre-Task</b></p>	
Task	Description
Task 1	<p><b>Instruction:</b> <i>What do you think of when you hear/read the word accounting? Write your ideas in the boxes below.</i></p> <p><b>Description:</b> This task is designed to lead the students to have background knowledge about the scope of the unit topic. By filling in the box about words related to accounting, it is expected that students will have a general view about what they will learn in this unit.</p>
Task 2	<p><b>Instruction:</b> <i>Work in pairs and study the pictures below. What probably are they? What do they do?</i></p> <p><b>Description:</b> In this task, the students are given a clearer concept about the topic of the unit, which is about jobs in accounting.</p>
Task 3	<p><b>Instruction:</b> <i>Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.</i></p> <p><b>Description:</b> This task is aimed to prepare the students for the next task. By reading the vocabulary items, trying to pronounce them, identifying their parts of speech, and finding their Indonesian equivalents, the students are expected to understand the text they are going to listen in the next task better.</p>

<b>B. Task Cycle</b>	
Task 4	<p><b>Instruction:</b> <i>In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.</i></p> <p><b>Description:</b> In this task, the students are given a spoken dialogue describing about some types of jobs in accounting. After listening to the dialogue twice, the students are asked to decide whether a statement is true or false based on the dialogue to check their comprehension of the dialogue.</p>
Task 5	<p><b>Instruction:</b> <i>Listen to the dialogue in Task 4 once again and complete the following table and have a class discussion to check your answers.</i></p> <p><b>Description:</b> This task is designed to check the students' comprehension of the dialogue in the previous task deeper. The task consists of a table, and the students are asked to list types of jobs and what their duties are. Besides to check their comprehension, this task also can give the students a brief explanation about types of jobs in accounting.</p>
Task 6	<p><b>Instruction:</b> <i>Study the dialogue below. Check your understanding by answering the questions orally. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> This task is developed to give the students an example of written dialogue discussing about the topic of the unit, jobs in accounting. The dialogue also contains some expressions used to carry out the language functions discussed in this unit those are asking for and giving explanation. After reading and acting out the dialogue, the students are asked to answer W/H questions to check their comprehension.</p>
Task 7	<p><b>Instruction:</b> <i>Study the explanation below with your partner.</i></p> <p><b>Description:</b> In this task, the students are given a brief explanation about what digraph is and the example of digraph. Students are also asked to pronounce the words.</p>
Task 8	<p><b>Instruction:</b> <i>Match the jobs in the box below with their job description by putting the letter a, b, c, and so on. Number 1</i></p>

	<p><i>has been done for you.</i></p> <p><b>Description:</b> This task is designed to check the students' knowledge about terms in accounting. The terms are types of jobs in accounting. The students are asked to match the terms with their correct definition.</p>
<b>C. Language Focus</b>	
Task 9	<p><b>Instruction:</b> <i>Study the explanation below with your partner.</i></p> <p><b>Description:</b> This task is developed to give the students a brief explanation and examples of expressions used to ask for and give explanation, like some of the expressions they have found in Task 6.</p>
Task 10	<p><b>Instruction:</b> <i>Work in pairs and complete the missing information of the dialogue below using phrases provided in the box. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> In this task, the students will have a chance to practice the explanation they have learned in the previous task. The students are asked to complete the missing information of a dialogue using the provided expressions of asking for and giving explanation. After completing the dialogue, the students are asked to act out the dialogue in pairs.</p>
Task 11	<p><b>Instruction:</b> <i>In this task, you will listen to a monologue twice. Listen carefully and find sentences that contain conjunction. What are the conjunctions? Write them down in the box below. After that, answer the questions orally to check your comprehension.</i></p> <p><b>Description:</b> In this task, the students are given a chance to identify conjunctions used in the monologue that will be explained further in the next task. After listening to the recording, the students are asked to answer some questions to check their comprehension.</p>
Task 12	<p><b>Instruction:</b> <i>Study the rules below with your partner.</i></p> <p><b>Description:</b> This task is aimed to give the students a brief explanation about correlative conjunctions, what are they, how they are used, and the examples.</p>
Task 13	<p><b>Instruction:</b> <i>Work in pairs and make a dialogue using the</i></p>

	<p><i>expressions in Task 9 and correlative conjunctions in Task 12 based on one of the situations below. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> This task is designed to check the students' comprehension and understanding about what they have learned in the entire unit by making a dialogue using the expressions to ask for and give explanation and correlative conjunction. They also have to act out the dialogue with their partner.</p>
<p><b>Reflection</b></p> <p><b>Description:</b> Reflection is designed to give the students a chance to check their understanding towards the materials that they have learnt in the unit.</p>	
<p><b>Vocabulary List</b></p> <p><b>Description:</b> Vocabulary list provides a list of words related to the topic of the unit that the students can find in the unit. Each word in the list is completed with its phonetic transcriptions and Indonesian meaning(s).</p>	



## THE DESCRIPTION OF UNIT 2 OF THE MATERIALS

<p><i>Could We Meet Today to Discuss our Project?</i></p> <p>The title is taken form one of the expressions to carry out the language function used and explained in the unit. This unit encourages the students to learn about the expressions to make, accept, decline, and reschedule an appointment, silent letters, and gerunds.</p>	
<p><b>Learning Objectives</b></p> <p><b>Description:</b> This part describes the learning objectives that will be achieved by the students after learning the unit of the materials.</p>	
<p><b>A. Pre-Task</b></p>	
Task	Description
Task 1	<p><b>Instruction:</b> <i>Work in pairs and study the picture below. Write four questions you might ask if you were answering a telephone. After that, exchange questions with other pairs.</i></p> <p><b>Description:</b> This task is designed to lead the students to have background knowledge about the scope of the unit topic. By writing down some questions the students might asking if they were answering a telephone, it is expected that students will have a general view about what they will learn in this unit.</p>
Task 2	<p><b>Instruction:</b> <i>Work in pairs and match the pictures with the most appropriate sentence that explains what the people in the picture are doing. Number 1 has been done for you.</i></p> <p><b>Description:</b> In this task, the students are given a clearer concept about the topic of the unit, by matching the pictures with the most appropriate sentences that explains what</p>

	appointment people in the pictures are having, the students are expected to have a clearer concept about the language function of the unit, which is about appointment.
Task 3	<p><b>Instruction:</b> <i>Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.</i></p> <p><b>Description:</b> This task makes the students be better prepared for the next task. By reading the vocabulary items, trying to pronounce them, identifying their parts of speech, and finding their Indonesian equivalents, the students are expected to understand the text they are going to listen in the next task better.</p>
<b>B. Task Cycle</b>	
Task 4	<p><b>Instruction:</b> <i>In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.</i></p> <p><b>Description:</b> This task is designed to give the students a spoken dialogue about making, accepting, and rescheduling an appointment. After listening to the dialogue twice, the students are asked to decide whether a statement is true or false based on the dialogue to check their comprehension.</p>
Task 5	<p><b>Instruction:</b> <i>In this task, you will listen to a dialogue in a telephone twice. Listen carefully and complete the missing information of the conversation with the words or phrases you hear in the recording. After that, act out the dialogue with your partner.</i></p>

	<p><b>Description:</b> This task is designed to give the students more example of spoken dialogue about making and accepting an appointment. While listening to the dialogue twice, the students are asked to complete the missing information of the dialogue with the words or phrases they hear in the dialogue to check their listening skills.</p>
Task 6	<p><b>Instruction:</b> <i>Study the dialogue below with your partner. Check your comprehension by answering the questions. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> In this task, the students are given an example of written dialogue discussing about appointment. The dialogue also contains some expressions used to carry out the language functions discussed in this unit those are making and accepting an appointment. After reading and acting out the dialogue, the students are asked to answer W/H questions to check their comprehension.</p>
Task 7	<p><b>Instruction:</b> <i>Below is the conversation between Ms. Trine Mork and Mr. Tetsuya Moriya. Arrange the sentences into a good dialogue. The first sentence has been done for you.</i></p> <p><b>Description:</b> This guided activity is aimed to give the students a chance to arrange scramble sentences into a good dialogue.</p>
Task 8	<p><b>Instruction:</b> <i>Study the explanation below with your partner.</i></p> <p><b>Description:</b> This task is aimed to give the students a brief explanation about silent letters and their examples. Students also are asked to pronounce the words after the teacher.</p>
Task 9	<p><b>Instruction:</b> <i>Study the explanation below with your partner.</i></p>

	<p><b>Description:</b> This task is aimed to give the students a brief explanation about the examples of expressions used to make, accept, decline, and reschedule an appointment.</p>
Task 10	<p><b>Instruction:</b> <i>Work in pairs and complete the missing information of the dialogues below. You may use the phrases in Task 9. The answers may be varied. Discuss them with your partner. Then, act out the dialogues with your partner.</i></p> <p><b>Description:</b> In this task, the students are given a chance to practice the explanation they have learned in the previous task. The students are asked to complete the missing information of a dialogue using the expressions of making, accepting, declining, or rescheduling an appointment as they can find in Task 9. After completing the dialogue, the students are asked to act out the dialogue in pairs.</p>
<b>C. Language Focus</b>	
Task 11	<p><b>Instruction:</b> <i>In this task, you will listen to a monologue about being a business consultant twice. Listen carefully and find two sentences that contain V-ing. Write them down in the table below. After that, answer the questions orally to check your comprehension.</i></p> <p><b>Description:</b> In this task, the students analyze V-ing used in the spoken monologue that will be played twice. After listening to the recording, the students are asked to write down sentences that contain V-ing in the table provided and then answer some questions to check their comprehension.</p>
Task 12	<p><b>Instruction:</b> <i>Study the rules below with your partner.</i></p>

	<p><b>Description:</b> The students are given a brief explanation about gerunds, what are they, how they are used, and the examples of words followed by gerunds.</p>
Task 13	<p><b>Instruction:</b> <i>Work in pairs and make a dialogue using the expressions in Task 10 and information from one of the situations below. Find the best appointment time. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> This task is aimed to check the students' comprehension and understanding about what they have learned in the entire unit by making a dialogue using the expressions to make, accept, decline, and reschedule an appointment based on the provided information. They also have to act out the dialogue with their partner.</p>
<p><b>Reflection</b></p> <p><b>Description:</b> Reflection is designed to give the students a chance to check their understanding towards the materials that they have learnt in the unit.</p>	
<p><b>Vocabulary List</b></p> <p><b>Description:</b> Vocabulary list provides a list of words related to the topic of the unit that the students can find in the unit. Each word in the list is completed with its phonetic transcriptions and Indonesian meaning(s).</p>	

## THE DESCRIPTION OF UNIT 3 OF THE MATERIALS

<p><i>First of All, Switch the Power on.</i></p> <p>The title is taken from one of the expressions to carry out the language function used and explained in the unit. This unit encourages the students to learn about how to explain procedures, minimal pairs, and how to use article <i>a/an</i> and <i>the</i>.</p>	
<p><b>Learning Objectives</b></p> <p><b>Description:</b> This part describes the learning objectives that will be achieved by the students after learning the unit of the materials.</p>	
<p><b>A. Pre-Task</b></p>	
Task	Description
Task 1	<p><b>Instruction:</b> <i>The items below are those that you often find in your work desk in the office. Work in pairs and name the pictures. Number 1 has been done for you.</i></p> <p><b>Description:</b> This task is designed to lead the students to have background knowledge about the scope of the unit topic. By naming the items they often find in their work desk, it is expected that students will have a general view about what they will learn in this unit.</p>
Task 2	<p><b>Instruction:</b> <i>Work in pairs and read the words or phrases below. Classify them in different ways, for example, scissors – pen – tape. How many categories can you think of?</i></p> <p><b>Description:</b> In this task, the students are given a clearer concept about the topic of the unit, which is about equipment in the office.</p>

Task 3	<p><b>Instruction:</b> <i>Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.</i></p> <p><b>Description:</b> By completing this task, the students are expected to get more ready for the next task. By reading the vocabulary items, trying to pronounce them, identifying their parts of speech, and finding their Indonesian equivalents, the students are expected to understand the text they are going to listen in the next task better.</p>
<b>B. Task Cycle</b>	
Task 4	<p><b>Instruction:</b> <i>In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.</i></p> <p><b>Description:</b> This task is designed to give the students a spoken dialogue talking about how to use a copier. After listening to the dialogue twice, the students are asked to decide whether a statement is true or false based on the dialogue to check their comprehension.</p>
Task 5	<p><b>Instruction:</b> <i>Listen to the dialogue in Task 4 once again and arrange the sentences below into a good procedure on how to use a copier. Number 1 has been done for you.</i></p> <p><b>Description:</b> This task is aimed to check the students' comprehension of the dialogue in the previous task deeper. The task consists of the list of scramble sentences used to explain the procedure on how to use a copier. The students are</p>

	asked to arrange the sentences based on the recording .
Task 6	<p><b>Instruction:</b> <i>Study the dialogue below. Check your comprehension by answering the questions. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> The students are given an example of written dialogue discussing about the topic of the unit, equipment in the office. The dialogue also contains some expressions used to carry out the language functions discussed in this unit that are explaining procedure. After reading and acting out the dialogue, the students are asked to answer W/H questions to check their comprehension.</p>
Task 7	<p><b>Instruction:</b> <i>Study the explanation below with your partner.</i></p> <p><b>Description:</b> This task gives the students a brief explanation about minimal pairs and its examples. Students also are asked to pronounce them after the teacher.</p>
Task 8	<p><b>Instruction:</b> <i>Study the explanation below with your partner.</i></p> <p><b>Description:</b> This task aims to give the students a brief explanation about the expressions used to explain procedure.</p>
Task 9	<p><b>Instruction:</b> <i>Work in pairs and complete the missing information of the dialogue below. You may use the expressions in Task 8. The answers may be varied. Discuss them with your partner. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> The students are given a chance to practice the explanation they have learned in the previous task. The students are asked to complete the missing information of a</p>



	dialogue using the expressions of explaining procedure, like those they can find in Task 8. After completing the dialogue, the students are asked to act out the dialogue in pairs.
Task 10	<p><b>Instruction:</b> <i>In this task, you will listen to a monologue twice. Listen carefully and number the picture that explains the steps on how to operate a scanner. Number 1 has been done for you.</i></p> <p><b>Description:</b> In this task, the students have to listen to the recording carefully in order to number the picture that explains the step explained in the recording.</p>
<b>C. Language Focus</b>	
Task 11	<p><b>Instruction:</b> <i>In this task, you will listen to a monologue about how to scan a photo using the scanning software. Write down the important steps in the box below and answer the questions to check your comprehension.</i></p> <p><b>Description:</b> In this task, the students are given a chance to listen to the recording and summarize the content of the recording. The students also are asked to answer some questions to check their comprehension towards the recording.</p>
Task 12	<p><b>Instruction:</b> <i>Study the rules below with your partner.</i></p> <p><b>Description:</b> This task briefly explains the use of article <i>a/an</i> and <i>the</i>.</p>
Task 13	<p><b>Instruction:</b> <i>Work in pairs and make a complete dialogue using the expressions in Task 8 and using information from one of the situations below. Then, act out the dialogue with your partner.</i></p>

	<p><b>Description:</b> This task is aimed to check the students' comprehension and understanding about what they have learned in the entire unit by making a dialogue using the expressions to explain procedure. They also have to act out the dialogue with their partner.</p>
<p><b>Reflection</b></p> <p><b>Description:</b> Reflection is designed to give the students a chance to check their understanding towards the materials that they have learnt in the unit.</p>	
<p><b>Vocabulary List</b></p> <p><b>Description:</b> Vocabulary list provides a list of words related to the topic of the unit that the students can find in the unit. Each word in the list is completed with its phonetic transcriptions and Indonesian meaning(s).</p>	

## THE DESCRIPTION OF UNIT 4 OF THE MATERIALS

<p><i>I Need Some Advice on this Investment.</i></p> <p>The title is taken from one of the expressions to carry out the language function used and explained in the unit. This unit encourages the students to learn about the expressions to ask for and give advice and contractions, and how to use '<i>used to + infinitive</i>' and '<i>be/get used to</i>'</p>	
<p><b>Learning Objectives</b></p> <p><b>Description:</b> This part describes the learning objectives that will be achieved by the students after learning the unit of the materials.</p>	
<p><b>A. Pre-Task</b></p>	
Task	Description
Task 1	<p><b>Instruction:</b> <i>What do you think of when you hear/read the word investment? Write your ideas in the boxes below.</i></p> <p><b>Description:</b> This task is designed to lead the students to have background knowledge about the scope of the unit topic. By filling in the box about words related to investment, it is expected that students will have a general view about what they will learn in this unit.</p>
Task 2	<p><b>Instruction:</b> <i>A colleague of yours is thinking of investing in a property company and you are advising him. Can you think of three more pieces of advice?</i></p> <p><b>Description:</b> This task is aimed to give the students a clearer concept about the topic of the unit, which is about investment, and the one of the language functions learned in this unit,</p>

	which is giving advice.
Task 3	<p><b>Instruction:</b> <i>Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.</i></p> <p><b>Description:</b> By accomplishing this task, the students are expected to be more ready for the next task. By reading the vocabulary items, trying to pronounce them, identifying their parts of speech, and finding their Indonesian equivalents, the students are expected to understand the text they are going to listen in the next task better.</p>
<b>B. Task Cycle</b>	
Task 4	<p><b>Instruction:</b> <i>In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.</i></p> <p><b>Description:</b> This task gives the students a spoken dialogue talking about investment. After listening to the dialogue twice, the students are asked to decide whether a statement is true or false based on the dialogue to check their comprehension.</p>
Task 5	<p><b>Instruction:</b> <i>Listen to the dialogue in Task 4 once again and list the benefits of investing in life insurance. Then, have a class discussion to check your answers.</i></p> <p><b>Description:</b> This task is aimed to check the students' comprehension of the dialogue in the previous task deeper. The students are asked to list the benefits of investing in life insurance based on the recording they listen to. Besides to</p>

	check their comprehension, this task also can give the students a brief explanation about investing in life insurance.
Task 6	<p><b>Instruction:</b> <i>In this task, you will listen to a dialogue twice. Listen carefully and complete the missing information with the words or phrases you hear in the recording.</i></p> <p><b>Description:</b> This task is designed to give the students more example of a spoken dialogue talking about investment. While listening to the dialogue twice, the students are asked to complete the missing information of the dialogue with the words or phrases they hear in the recording.</p>
Task 7	<p><b>Instruction:</b> <i>Study the dialogue below. Check your understanding by answering the questions orally. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> This task is aimed to give the students an example of written dialogue discussing about the topic of the unit, investment. The dialogue also contains some expressions used to carry out the language functions discussed in this unit those asking for and giving advice. After reading and acting out the dialogue, the students are asked to answer W/H questions to check their comprehension.</p>
Task 8	<p><b>Instruction:</b> <i>Study the explanation below with your partner.</i></p> <p><b>Description:</b> The students are given a brief explanation about what contractions and their example. Students also asked to repeat after their teacher to check their pronunciation.</p>
<b>C. Language Focus</b>	
Task 9	<b>Instruction:</b> <i>Study the explanation below with your partner.</i>

	<p><b>Description:</b> This task is aimed to give the students a brief explanation and examples of expressions used to ask for and give advice.</p>
Task 10	<p><b>Instruction:</b> <i>Work in pairs and complete the missing information in the dialogue below using appropriate phrases or expressions in Task 10. The answer may be varied. Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> This task is aimed to give the students a chance to practice the explanation they have learned in the previous task. The students are asked to complete the missing information of a dialogue using the expressions of asking for and giving advice. After completing the dialogue, the students are asked to act out the dialogue in pairs.</p>
Task 11	<p><b>Instruction:</b> <i>In this task, you will listen to a monologue. Listen carefully and list the expressions used by the speaker to suggest the listener. After that, answer the questions to check your comprehension.</i></p> <p><b>Description:</b> This task is aimed to give the students a chance to identify the expressions used by the speaker to give advice. After listening to the recording, the students are asked to answer some questions to check their comprehension.</p>
Task 12	<p><b>Instruction:</b> <i>Study the rules below.</i></p> <p><b>Description:</b> This task is aimed to give the students a brief explanation about ‘used to + infinitive’ and ‘be/get used to’, how they are used, and the examples.</p>
Task 13	<p><b>Instruction:</b> <i>Work in pairs and make a dialogue using the expressions in Task 9 based on one of the situations below.</i></p>

	<p><i>Then, act out the dialogue with your partner.</i></p> <p><b>Description:</b> This task is aimed to check the students' comprehension and understanding about what they have learned in the entire unit by making a dialogue using the provided information and expressions to ask for and give advice. They also have to act out the dialogue with their partner.</p>
<p><b>Reflection</b></p> <p><b>Description:</b> Reflection is designed to give the students a chance to check their understanding towards the materials that they have learnt in the unit.</p>	
<p><b>Vocabulary List</b></p> <p><b>Description:</b> Vocabulary list provides a list of words related to the topic of the unit that the students can find in the unit. Each word in the list is completed with its phonetic transcriptions and Indonesian meaning(s).</p>	

## **APPENDIX F**

# **THE EXPERT JUDGMENT QUESTIONNAIRE**



## ANGKET EVALUASI MATERI PEMBELAJARAN (THE EXPERT JUDGMENT QUESTIONNAIRE)

Sehubungan dengan dilaksanakannya penelitian tentang pengembangan materi pembelajaran *speaking* Bahasa Inggris untuk kegiatan English Tutorial Program mahasiswa semester IV jurusan Pendidikan Akuntansi Internasional di Pusat Pengembangan Bahasa, Universitas Negeri Yogyakarta, saya mengharapkan kesediaan Bapak/Ibu untuk meluangkan waktu mengisi angket ini.

Angket ini digunakan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk kegiatan English Tutorial Program mahasiswa semester IV jurusan Pendidikan Akuntansi Internasional di Pusat Pengembangan Bahasa, Universitas Negeri Yogyakarta.

### A. Data Responden

Nama : \_\_\_\_\_  
Jenis Kelamin : L / P (lingkari salah satu)  
Pekerjaan : \_\_\_\_\_  
Pendidikan : \_\_\_\_\_

### B. Evaluasi Materi Pembelajaran

Petunjuk Pengisian:

Berilah tanda centang (✓) pada salah satu kolom skor pada masing-masing pernyataan yang ada di tabel sesuai dengan pendapat Bapak/Ibu.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS: Sangat Tidak Setuju

## EVALUASI MATERI PEMBELAJARAN UNIT 1

### Kelayakan Isi

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi yang disusun memberikan gambaran Bahasa Inggris yang relevan dalam kehidupan akademik dan sehari-hari mahasiswa.					

2.	Materi yang disusun sesuai dengan analisa kebutuhan bagi mahasiswa semester IV jurusan Pendidikan Akuntansi Internasional.					
3.	Materi yang disusun sesuai dengan kemampuan mahasiswa semester IV.					
4.	Materi yang disusun sesuai dengan kecakapan vokasional yang dihadapi mahasiswa di dunia pendidikan sekarang dan yang akan dihadapi mahasiswa di dunia kerja mendatang.					
5.	Materi yang disusun mengarahkan mahasiswa mengembangkan kemampuan berpikir runtut dan sistematis dari teks yang dipelajari.					
6.	Materi yang disusun mengarahkan mahasiswa mengembangkan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima sesuai dengan konteks komunikatif yang sedang berlangsung.					
7.	Materi yang disusun memotivasi mahasiswa untuk mengembangkan kecakapan hidup secara personal, sosial, dan akademik.					
8.	Materi yang disusun mengarahkan mahasiswa untuk memahami fitur-fitur linguistik dari teks yang dibahas.					
	Tanggapan dan saran untuk perbaikan kelayakan isi Unit 1					

### Kelayakan Bahasa

No.	Pernyataan	SS	S	R	TS	STS
9.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris mahasiswa semester IV.					
10.	Bahasa yang digunakan untuk memberi instruksi jelas dan mudah dipahami.					
11.	Bahasa Inggris yang digunakan sesuai dengan					

	kaidah grammatikal yang benar.					
12	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> ).					
13	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> ).					
14.	Materi yang disajikan memiliki keruntutan penyampaian makna.					
15.	Materi yang disajikan memiliki ketertautan makna dengan materi selanjutnya.					
	Tanggapan dan saran untuk perbaikan kelayakan bahasa Unit 1					

#### Kelayakan Penyajian

No.	Pernyataan	SS	S	R	TS	STS
16.	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.					
17.	Materi yang disusun memiliki keseimbangan dalam bentuk teks, ilustrasi, dan lambang.					
18.	Materi yang disusun mendukung mahasiswa untuk berkomunikasi secara lisan.					
19.	Terdapat bagian pendahuluan, materi inti, dan penutup pada materi yang disusun.					
20	Materi yang disusun dilengkapi dengan kosakata yang sesuai dengan materi yang dibahas.					
21.	Materi yang disusun mencakup evaluasi bagi mahasiswa untuk mengukur tingkat pemahaman mahasiswa terhadap materi yang sudah dipelajari.					
	Tanggapan dan saran untuk perbaikan kelayakan penyajianUnit 1					

--	--

### Kelayakan Kefrafikan

No.	Pernyataan	SS	S	R	TS	STS
22.	Desain isi buku menggunakan unsur tata letak judul bab, subjudul, angka halaman, dan ilustrasi dan keterangan gambar ( <i>caption</i> ) yang baik.					
23.	Penggunaan font dalam penyajian materi tidak berlebihan.					
24.	Pemilihan ukuran font dalam penyajian materi tidak terlalu kecil dan tidak terlalu besar.					
25.	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.					
26.	Penyajian gambar bersifat estetik dan fungsional.					
	Tanggapan dan saran untuk perbaikan kelayakan kegrafikan Unit 1					

## REKOMENDASI

Mengacu kepada hasil penilain diatas, dengan ini UNIT 1 dinyatakan:

- ☐ Layak tanpa revisi  
☐ Tidak layak  
☐ Layak dengan revisi sebagai berikut

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Yogyakarta, Februari 2014  
Evaluatur materi,

NIP

## EVALUASI MATERI PEMBELAJARAN UNIT 2

### Kelayakan Isi

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi yang disusun memberikan gambaran Bahasa Inggris yang relevan dalam kehidupan akademik dan sehari-hari mahasiswa.					
2.	Materi yang disusun sesuai dengan analisa kebutuhan bagi mahasiswa semester IV jurusan Pendidikan Akuntansi Internasional.					
3.	Materi yang disusun sesuai dengan kemampuan mahasiswa semester IV.					
4.	Materi yang disusun sesuai dengan kecakapan vokasional yang dihadapi mahasiswa di dunia pendidikan sekarang dan yang akan dihadapi mahasiswa di dunia kerja mendatang.					
5.	Materi yang disusun mengarahkan mahasiswa mengembangkan kemampuan berpikir runtut dan sistematis dari teks yang dipelajari.					
6.	Materi yang disusun mengarahkan mahasiswa mengembangkan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima sesuai dengan konteks komunikatif yang sedang berlangsung.					
7.	Materi yang disusun memotivasi mahasiswa untuk mengembangkan kecakapan hidup secara personal, sosial, dan akademik.					
8.	Materi yang disusun mengarahkan mahasiswa untuk memahami fitur-fitur linguistik dari teks yang dibahas.					
	Tanggapan dan saran untuk perbaikan kelayakan isi Unit 2					

### Kelayakan Bahasa

No.	Pernyataan	SS	S	R	TS	STS
9.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris mahasiswa semester IV.					
10.	Bahasa yang digunakan untuk memberi instruksi jelas dan mudah dipahami.					
11.	Bahasa Inggris yang digunakan sesuai dengan kaidah grammatikal yang benar.					
12.	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> ).					
13.	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> ).					
14.	Materi yang disajikan memiliki keruntutan penyampaian makna.					
15.	Materi yang disajikan memiliki ketertautan makna dengan materi selanjutnya.					
	Tanggapan dan saran untuk perbaikan kelayakan bahasa Unit 2					

### Kelayakan Penyajian

No.	Pernyataan	SS	S	R	TS	STS
16.	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.					
17.	Materi yang disusun memiliki keseimbangan dalam bentuk teks, ilustrasi, dan lambang.					
18.	Materi yang disusun mendukung mahasiswa untuk berkomunikasi secara lisan.					
19.	Terdapat bagian pendahuluan, materi inti, dan penutup pada materi yang disusun.					
20.	Materi yang disusun dilengkapi dengan kosakata yang sesuai dengan materi yang					

	dibahas.					
21.	Materi yang disusun mencakup evaluasi bagi mahasiswa untuk mengukur tingkat pemahaman mahasiswa terhadap materi yang sudah dipelajari.					
	Tanggapan dan saran untuk perbaikan kelayakan penyajian Unit 2					

### Kelayakan Kegrafikan

No.	Pernyataan	SS	S	R	TS	STS
22.	Desain isi buku menggunakan unsur tata letak judul bab, subjudul, angka halaman, dan ilustrasi dan keterangan gambar ( <i>caption</i> ) yang baik.					
23.	Penggunaan font dalam penyajian materi tidak berlebihan.					
24.	Pemilihan ukuran font dalam penyajian materi tidak terlalu kecil dan tidak terlalu besar.					
25.	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.					
26.	Penyajian gambar bersifat estetik dan fungsional.					
	Tanggapan dan saran untuk perbaikan kelayakan kegrafikan Unit 2					



## REKOMENDASI

Mengacu kepada hasil penilain diatas, dengan ini UNIT 2 dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Yogyakarta, Februari 2014  
Evaluatur materi,

NIP

### EVALUASI MATERI PEMBELAJARAN UNIT 3

#### Kelayakan Isi

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi yang disusun memberikan gambaran Bahasa Inggris yang relevan dalam kehidupan akademik dan sehari-hari mahasiswa.					
2.	Materi yang disusun sesuai dengan analisa kebutuhan bagi mahasiswa semester IV jurusan Pendidikan Akuntansi Internasional.					
3.	Materi yang disusun sesuai dengan kemampuan mahasiswa semester IV.					
4.	Materi yang disusun sesuai dengan kecakapan vokasional yang dihadapi mahasiswa di dunia pendidikan sekarang dan yang akan dihadapi mahasiswa di dunia kerja mendatang.					
5.	Materi yang disusun mengarahkan mahasiswa mengembangkan kemampuan berpikir runtut dan sistematis dari teks yang dipelajari.					
6.	Materi yang disusun mengarahkan mahasiswa mengembangkan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima sesuai dengan konteks komunikatif yang sedang berlangsung.					
7.	Materi yang disusun memotivasi mahasiswa untuk mengembangkan kecakapan hidup secara personal, sosial, dan akademik.					
8.	Materi yang disusun mengarahkan mahasiswa untuk memahami fitur-fitur linguistik dari teks yang dibahas.					
	Tanggapan dan saran untuk perbaikan kelayakan isi Unit 3					

### Kelayakan Bahasa

No.	Pernyataan	SS	S	R	TS	STS
9.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris mahasiswa semester IV.					
10.	Bahasa yang digunakan untuk memberi instruksi jelas dan mudah dipahami.					
11.	Bahasa Inggris yang digunakan sesuai dengan kaidah grammatikal yang benar.					
12.	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> ).					
13.	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> ).					
14.	Materi yang disajikan memiliki keruntutan penyampaian makna.					
15.	Materi yang disajikan memiliki ketertautan makna dengan materi selanjutnya.					
	Tanggapan dan saran untuk perbaikan kelayakan bahasa Unit 3					

### Kelayakan Penyajian

No.	Pernyataan	SS	S	R	TS	STS
16.	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.					
17.	Materi yang disusun memiliki keseimbangan dalam bentuk teks, ilustrasi, dan lambang.					
18.	Materi yang disusun mendukung mahasiswa untuk berkomunikasi secara lisan.					
19.	Terdapat bagian pendahuluan, materi inti, dan penutup pada materi yang disusun.					
20.	Materi yang disusun dilengkapi dengan kosakata yang sesuai dengan materi yang					

	dibahas.					
21.	Materi yang disusun mencakup evaluasi bagi mahasiswa untuk mengukur tingkat pemahaman mahasiswa terhadap materi yang sudah dipelajari.					
	Tanggapan dan saran untuk perbaikan kelayakan penyajian Unit 3					

### Kelayakan Kefrafikan

No.	Pernyataan	SS	S	R	TS	STS
22.	Desain isi buku menggunakan unsur tata letak judul bab, subjudul, angka halaman, dan ilustrasi dan keterangan gambar ( <i>caption</i> ) yang baik.					
23.	Penggunaan font dalam penyajian materi tidak berlebihan.					
24.	Pemilihan ukuran font dalam penyajian materi tidak terlalu kecil dan tidak terlalu besar.					
25.	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.					
26.	Penyajian gambar bersifat estetik dan fungsional.					
	Tanggapan dan saran untuk perbaikan kelayakan kegrafikan Unit 3					

## REKOMENDASI

Mengacu kepada hasil penilain diatas, dengan ini UNIT 3 dinyatakan:

- ☐ Layak tanpa revisi  
☐ Tidak layak  
☐ Layak dengan revisi sebagai berikut

[illegible]

Yogyakarta, Februari 2014  
Evaluator materi,

NIP

## EVALUASI MATERI PEMBELAJARAN UNIT 4

### Kelayakan Isi

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi yang disusun memberikan gambaran Bahasa Inggris yang relevan dalam kehidupan akademik dan sehari-hari mahasiswa.					
2.	Materi yang disusun sesuai dengan analisa kebutuhan bagi mahasiswa semester IV jurusan Pendidikan Akuntansi Internasional.					
3.	Materi yang disusun sesuai dengan kemampuan mahasiswa semester IV.					
4.	Materi yang disusun sesuai dengan kecakapan vokasional yang dihadapi mahasiswa di dunia pendidikan sekarang dan yang akan dihadapi mahasiswa di dunia kerja mendatang.					
5.	Materi yang disusun mengarahkan mahasiswa mengembangkan kemampuan berpikir runtut dan sistematis dari teks yang dipelajari.					
6.	Materi yang disusun mengarahkan mahasiswa mengembangkan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima sesuai dengan konteks komunikatif yang sedang berlangsung.					
7.	Materi yang disusun memotivasi mahasiswa untuk mengembangkan kecakapan hidup secara personal, sosial, dan akademik.					
8.	Materi yang disusun mengarahkan mahasiswa untuk memahami fitur-fitur linguistik dari teks yang dibahas.					
	Tanggapan dan saran untuk perbaikan kelayakan isi Unit 4					

### Kelayakan Bahasa

No.	Pernyataan	SS	S	R	TS	STS
9.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris mahasiswa semester IV.					
10.	Bahasa yang digunakan untuk memberi instruksi jelas dan mudah dipahami.					
11.	Bahasa Inggris yang digunakan sesuai dengan kaidah grammatikal yang benar.					
12.	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> ).					
13.	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> ).					
14.	Materi yang disajikan memiliki keruntutan penyampaian makna.					
15.	Materi yang disajikan memiliki ketertautan makna dengan materi selanjutnya.					
	Tanggapan dan saran untuk perbaikan kelayakan bahasa Unit 4					

### Kelayakan Penyajian

No.	Pernyataan	SS	S	R	TS	STS
16.	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.					
17.	Materi yang disusun memiliki keseimbangan dalam bentuk teks, ilustrasi, dan lambang.					
18.	Materi yang disusun mendukung mahasiswa untuk berkomunikasi secara lisan.					
19.	Terdapat bagian pendahuluan, materi inti, dan penutup pada materi yang disusun.					
20.	Materi yang disusun dilengkapi dengan kosakata yang sesuai dengan materi yang					

	dibahas.					
21.	Materi yang disusun mencakup evaluasi bagi mahasiswa untuk mengukur tingkat pemahaman mahasiswa terhadap materi yang sudah dipelajari.					
	Tanggapan dan saran untuk perbaikan kelayakan penyajian Unit 4					

### Kelayakan Kefrafikan

No.	Pernyataan	SS	S	R	TS	STS
22.	Desain isi buku menggunakan unsur tata letak judul bab, subjudul, angka halaman, dan ilustrasi dan keterangan gambar ( <i>caption</i> ) yang baik.					
23.	Penggunaan font dalam penyajian materi tidak berlebihan.					
24.	Pemilihan ukuran font dalam penyajian materi tidak terlalu kecil dan tidak terlalu besar.					
25.	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.					
26.	Penyajian gambar bersifat estetik dan fungsional.					
	Tanggapan dan saran untuk perbaikan kelayakan kegrafikan Unit 4					



## REKOMENDASI

Mengacu kepada hasil penilain diatas, dengan ini UNIT 4 dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Yogyakarta, Februari 2014  
Evaluator materi,

NIP

## **APPENDIX G**

# **THE RESULTS OF THE EXPERT JUDGMENT QUESTIONNAIRE**

## THE RESULTS OF THE EXPERT JUDGMENT QUESTIONNAIRE

### 1. The Results of the Expert Judgment Questionnaire of Unit 1

No.	Evaluated Aspect	Items	Means ( $\bar{x}$ )
1.	Content	The developed materials are in accordance with the needs of both academic and daily contexts of the students.	4.50
		The developed materials are in accordance with the results of the needs analysis done by the 4 <sup>th</sup> semester students of International Accounting Education.	4.00
		The developed materials are in accordance with the 4 <sup>th</sup> semester students' English proficiency.	4.00
		The developed materials are in accordance with the students' vocational proficiency needed by students in their education now and in their future career.	4.00
		The developed materials lead the students with think systematically based on the texts being discussed.	4.00
		The developed materials lead the students to develop their communication skills accurately and appropriately based on a communicative context.	4.50
		The developed materials motivate the students to develop their personal, social, and academic skills.	4.50
		The developed materials lead the students to understand the generic structure of the discussed texts.	4.50
2.	Language	The language used is relevant to the English proficiency level of the 4 <sup>th</sup> semester students.	4.00
		The language of instruction is clear and can be easily understood by the students.	4.50
		The language used is grammatically correct.	5.00
		The spelling of the language instruction is in accordance to the spelling principle.	5.00
		The choice of words used in the materials is in accordance to word choice principle.	5.00
		The developed materials are presented using	4.00

		appropriate language to convey the meaning in a good order.	
		The developed materials in a unit are linked to the materials in the next unit.	4.00
3.	Presentation	The developed materials are well organized and systematically graded, grading from the easiest task to the more difficult task.	4.50
		There is a good balance among the tasks, illustrations and symbols in the unit.	3.50
		The developed materials encourage the students to perform spoken communication effectively.	4.50
		The developed materials contain opening activities, main activities, and closing activities.	4.50
		The developed materials contain vocabulary items related to the topic of the unit.	4.50
		The developed materials provide evaluation form for the students to check their understanding of the unit.	4.50
4.	Lay-out	The materials are well-designed. The title, sub-title, pages, and pictures and caption are well-organized.	4.50
		The fonts used in the materials are not too various.	4.50
		The fonts used in the materials are not too big or too small.	4.50
		The colors of the materials are not disturbing the reader.	4.50
		The pictures are provided for aesthetic and functional purposes.	4.50

## 2. The Results of the Expert Judgment Questionnaire of Unit 2

No.	Evaluated Aspect	Items	Means ( $\bar{x}$ )
1.	Content	The developed materials are in accordance with the needs of both academic and daily contexts of the students.	4.50
		The developed materials are in accordance with the results of the needs analysis done by the 4 <sup>th</sup> semester students of International Accounting Education.	4.00

		The developed materials are in accordance with the 4 <sup>th</sup> semester students' English proficiency.	4.00
		The developed materials are in accordance with the students' vocational proficiency needed by students in their education now and in their future career.	4.00
		The developed materials lead the students with think systematically based on the texts being discussed.	4.00
		The developed materials lead the students to develop their communication skills accurately and appropriately based on a communicative context.	4.50
		The developed materials motivate the students to develop their personal, social, and academic skills.	4.50
		The developed materials lead the students to understand the generic structure of the discussed texts.	4.50
2.	Language	The language used is relevant to the English proficiency level of the 4 <sup>th</sup> semester students.	4.00
		The language of instruction is clear and can be easily understood by the students.	4.50
		The language used is grammatically correct.	4.50
		The spelling of the language instruction is in accordance to the spelling principle.	4.50
		The choice of words used in the materials is in accordance to word choice principle.	4.50
		The developed materials are presented using appropriate language to convey the meaning in a good order.	4.00
		The developed materials in a unit are linked to the materials in the next unit.	4.00
3.	Presentation	The developed materials are well organized and systematically graded, grading from the easiest task to the more difficult task.	4.50
		There is a good balance among the tasks, illustrations and symbols in the unit.	3.50
		The developed materials encourage the students to perform spoken communication effectively.	4.50
		The developed materials contain opening activities, main activities, and closing	4.50

		activities.	
		The developed materials contain vocabulary items related to the topic of the unit.	4.50
		The developed materials provide evaluation form for the students to check their understanding of the unit.	4.50
4.	Lay-out	The materials are well-designed. The title, sub-title, pages, and pictures and caption are well-organized.	4.50
		The fonts used in the materials are not too various.	4.50
		The fonts used in the materials are not too big or too small.	4.50
		The colors of the materials are not disturbing the reader.	4.50
		The pictures are provided for aesthetic and functional purposes.	4.50

### 3. The Results of the Expert Judgment Questionnaire of Unit 3

No.	Evaluated Aspect	Items	Means ( $\bar{x}$ )
1.	Content	The developed materials are in accordance with the needs of both academic and daily contexts of the students.	4.50
		The developed materials are in accordance with the results of the needs analysis done by the 4 <sup>th</sup> semester students of International Accounting Education.	4.00
		The developed materials are in accordance with the 4 <sup>th</sup> semester students' English proficiency.	4.00
		The developed materials are in accordance with the students' vocational proficiency needed by students in their education now and in their future career.	4.00
		The developed materials lead the students with think systematically based on the texts being discussed.	4.00
		The developed materials lead the students to develop their communication skills accurately and appropriately based on a communicative context.	4.50

		The developed materials motivate the students to develop their personal, social, and academic skills.	4.50
		The developed materials lead the students to understand the generic structure of the discussed texts.	4.50
2.	Language	The language used is relevant to the English proficiency level of the 4 <sup>th</sup> semester students.	4.00
		The language of instruction is clear and can be easily understood by the students.	4.50
		The language used is grammatically correct.	5.00
		The spelling of the language instruction is in accordance to the spelling principle.	5.00
		The choice of words used in the materials is in accordance to word choice principle.	5.00
		The developed materials are presented using appropriate language to convey the meaning in a good order.	4.00
		The developed materials in a unit are linked to the materials in the next unit.	4.00
3.	Presentation	The developed materials are well organized and systematically graded, grading from the easiest task to the more difficult task.	4.50
		There is a good balance among the tasks, illustrations and symbols in the unit.	3.50
		The developed materials encourage the students to perform spoken communication effectively.	4.50
		The developed materials contain opening activities, main activities, and closing activities.	4.50
		The developed materials contain vocabulary items related to the topic of the unit.	4.50
		The developed materials provide evaluation form for the students to check their understanding of the unit.	4.50
4.	Lay-out	The materials are well-designed. The title, sub-title, pages, and pictures and caption are well-organized.	4.50
		The fonts used in the materials are not too various.	4.50
		The fonts used in the materials are not too big or too small.	4.50
		The colors of the materials are not disturbing	4.50

		the reader.	
		The pictures are provided for aesthetic and functional purposes.	4.50

#### 4. The Results of the Expert Judgment Questionnaire of Unit 4

No.	Evaluated Aspect	Items	Means ( $\bar{x}$ )
1.	Content	The developed materials are in accordance with the needs of both academic and daily contexts of the students.	4.50
		The developed materials are in accordance with the results of the needs analysis done by the 4 <sup>th</sup> semester students of International Accounting Education.	4.00
		The developed materials are in accordance with the 4 <sup>th</sup> semester students' English proficiency.	4.00
		The developed materials are in accordance with the students' vocational proficiency needed by students in their education now and in their future career.	4.00
		The developed materials lead the students with think systematically based on the texts being discussed.	4.00
		The developed materials lead the students to develop their communication skills accurately and appropriately based on a communicative context.	4.50
		The developed materials motivate the students to develop their personal, social, and academic skills.	4.50
		The developed materials lead the students to understand the generic structure of the discussed texts.	4.50
2.	Language	The language used is relevant to the English proficiency level of the 4 <sup>th</sup> semester students.	4.00
		The language of instruction is clear and can be easily understood by the students.	4.50
		The language used is grammatically correct.	5.00
		The spelling of the language instruction is in accordance to the spelling principle.	5.00



		The choice of words used in the materials is in accordance to word choice principle.	5.00
		The developed materials are presented using appropriate language to convey the meaning in a good order.	4.00
		The developed materials in a unit are linked to the materials in the next unit.	4.00
3.	Presentation	The developed materials are well organized and systematically graded, grading from the easiest task to the more difficult task.	4.50
		There is a good balance among the tasks, illustrations and symbols in the unit.	3.50
		The developed materials encourage the students to perform spoken communication effectively.	4.50
		The developed materials contain opening activities, main activities, and closing activities.	4.50
		The developed materials contain vocabulary items related to the topic of the unit.	4.50
		The developed materials provide evaluation form for the students to check their understanding of the unit.	4.50
4.	Lay-out	The materials are well-designed. The title, sub-title, pages, and pictures and caption are well-organized.	4.50
		The fonts used in the materials are not too various.	4.50
		The fonts used in the materials are not too big or too small.	4.50
		The colors of the materials are not disturbing the reader.	4.50
		The pictures are provided for aesthetic and functional purposes.	4.50

## **APPENDIX H**

# **THE FINAL DRAFT OF THE MATERIALS**

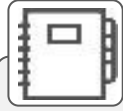
## COULD YOU EXPLAIN WHAT AN ACCOUNTANT IS?



Picture 1.1

<http://www.number-factory.co.uk/>

If you don't know how to do something or what something is, you need to ask others to explain them. Do you know how to ask for explanation? If others need you to explain something to them, you also need to explain it well. Do you know how to give explanation? Learn those through challenging activities in this unit.

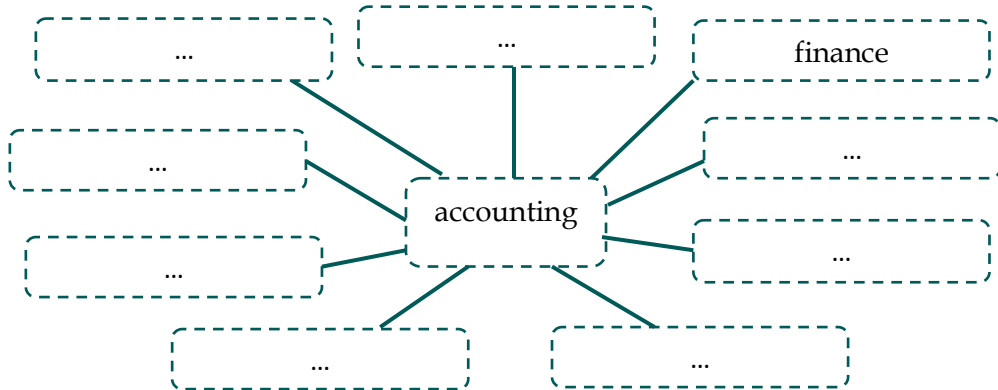


## A. PRE-TASK



### TASK 1

What do you think of when you hear/read the word *accounting*?  
Write your ideas in the boxes below.



### TASK 2

Work in pairs and study the pictures below. What do they do? What are they doing?

1.



Picture 1.2

<http://images.wisegeek.com/>

She is a/an \_\_\_\_\_.  
Her jobs are \_\_\_\_\_.

---

---

---

---

---

---

2.



Picture 1.3

<http://www.moneycatapult.com/>

---

---

---

---

---

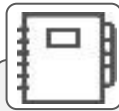
---



### TASK 3

Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.

No.	Words	Pronunciation	Part of speech	Equivalents
1.	audit	/ˈɔːdɪt/	verb	...
2.	spend	/spend/	verb	...
3.	verify	/ˈverɪfaɪ/	verb	...
4.	calculation	/ˌkælkjʊˈleɪʃən/	noun	...
5.	essential	/ɪˈsentʃəl/	adjective	...
6.	desirable	/dɪˈzaɪərəbl/	adjective	...



### B. TASK CYCLE



### TASK 4

In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.

No.	Statements	T/F	Reason
1.	Bookkeeping, accounting, and auditing clerks have the same assignment.	F	They have the same job, but different assignment.
2.	Accounting clerks help keep tracking the money.	...	...
3.	Accounting clerks enter transaction data and summarize an organizational financial position.	...	...
4.	The functions of bookkeeping, accounting, and auditing clerks in a small business can be done by an individual.	...	...
5.	Business school or college graduate is a must to be an accountant.	...	...
6.	Helping student communities to manage books can be one of the best ways to learn about accounting.	...	...



## TASK 5

Listen to the dialogue in Task 4 once again and complete the following table and have a class discussion to check your answers.

Types of job	Duties
Bookkeeping clerks	<hr/> <hr/> <hr/>
<hr/>	Enter sales and producing transaction data. <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>



## TASK 6

Study the dialogue below. Check your understanding by answering the questions orally. Then, act out the dialogue with your partner.

*Situation: John is helping his friend, Anton, to look for a suitable job for him by reading jobs vacancy in the newspaper.*



Picture 1.4: <http://gdb.rferl.org/>

John : So, what kind of jobs do you wish to apply?

Anton : Well, because I'm a licensed Certified Public Accountant, I want to work as a public accountant.

John : What positions categorized into public accountant?

Anton : Well, tax consulting and management accounting are public accounting. Let's start searching from the top of the page.

John : I don't understand what tax consultant and management consultant do.

Anton : Let me explain it to you, anyway. Tax consultants or specialist provides consulting advices to clients regarding tax planning and preparation of tax returns, and representing client before tax government agencies. Management consultant should have training and experience with financial and management accounting to provide advice and services regarding managerial issues of the business.

John : I see. Although both of tax consultant and management consultant are in the same area as public accountant, they do quite different jobs.

Anton : Yes, it's obvious.

John : Look! There's a vacancy as a government accountant in the fifth row.

Anton : Let me see. Well, I don't think that this job is suitable for me. An accountant in this field is employed either to serve under the government entities and agencies or to not for profit organizations such as cooperative or charitable institutions.

John : Really?

Anton : Yes, government accountants are required to study, specialized and gain experience in government or not for profit accounting.

John : What about external auditor? Look at the second row of the third column.

Anton : Ah, external audit is also public accounting.

John : This is great. What do they do?

Anton : An accountant in this area conducts an audit, independent examination of the business accounting records and procedures of the client to provide independent expression of opinion regarding the fairness and accuracy of the financial reports of the business. But I think the salary is not quite good.

John : Do you think so? Let's find other vacancies then.

Anton : Look at the last row of the third column. They look for public accountant engaged in review engagement.

John : Do you think it will suit you best?

Anton : I believe this will be. Well, this job is to review the accounting records and procedures of the business in order to determine whether the reported financial statements are reliable and fair. This happens when external audit is not required for the business but shareholders still wants to be assured about the fairness of the financial statements. The salary is great!

John : Okay, then, why don't you try to apply there?

Anton : All right. I'm gonna phone them to ask when I can have an interview. Thanks for your help, John.

John : That's nothing. Good luck, then

Adapted from: <http://www.careerfocuscafe.com/>

## Questions

1. What jobs are categorized into public accounting?
2. What are the differences between tax consulting and management consulting?
3. Why doesn't Anton want to apply the job as a government accountant?
4. How does John ask for explanation about what tax consultant and management consultant do?
5. How does Anton respond to John's question?



## TASK 7

Study the explanation below with your partner.

In the dialogue in Task 6, you find the words *believe* br'i:ɪv/ and *phone* /fəʊn/. How do you pronounce them? The *ie* in *believe* and *ph* in *phone* are called digraphs. Digraphs are two letters which represent one sound in a word.

### Consonant digraph

Consonant digraph is different from a consonant blend. A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. Consonant digraphs are listed in the table below. Now, pronounce them.

ck	/k/	<u>k</u> ick
ch	/tʃ/ /k/ /ʃ/	<u>ch</u> ange tec <u>ch</u> nique mac <u>ch</u> ine
gh	/g/ /f/	<u>gh</u> ost cou <u>gh</u>
ng	/ŋ/	s <u>ing</u>
ph	/f/	<u>ph</u> one
qu	/kw /k/	<u>qu</u> een in a word ending in - que (ant <u>iqu</u> e) or at the beginning of some borrowed words ( <u>qu</u> iche)
sh	/ʃ/	<u>sh</u> ip, cas <u>sh</u>
th	/θ/ /ð/	ba <u>th</u> bro <u>th</u> er
wh	/w/ /h/	<u>wh</u> at <u>wh</u> o

### Vowel digraphs

Vowel digraphs are letter combinations in which the two vowels together make a single sound. Vowel digraphs are listed in the table below. Now, pronounce them.

ai	/eɪ/	<u>ai</u> n		
ea	/i:/	<u>ea</u> m	/eə/	<u>ea</u> r
	/eɪ/	<u>ea</u> k	/ɪə/	<u>ea</u> r
	/e/	<u>ea</u> dy	/ɑ:/	<u>ea</u> rt
	/ɜ:/	<u>ea</u> rn		
ee	/i:/	<u>ee</u>	/ɪ/	<u>ee</u> k
ei	/i:/	re <u>ei</u> ve	/eɪ/	<u>ei</u> ght
	/aɪ/	he <u>ei</u> ght		
ie	/aɪ/	<u>ie</u>	/i:/	bel <u>ie</u> ve
	/e/	fr <u>ie</u> nd	/ɪə/	pie <u>ie</u> ce
oa	/əʊ/	<u>oa</u> l	/ɔ:/	Ab <u>oa</u> d
ou	/əʊ/	sh <u>ou</u> lder	/ʊ/	s <u>ou</u> p
	/aʊ/	hou <u>ou</u>	/ɔ:/	coug <u>ou</u>
	/ʌ/	double	/u:/	boug <u>ou</u> t
ue	/u:/	bl <u>ue</u>	/ju:/	Val <u>ue</u>
ui	/u:/	fru <u>ui</u> t	/ɪ/	bu <u>ui</u> lding
	/ju:/	sui <u>ui</u> t	/aɪ/	gui <u>ui</u> d

Taken from: Pronunciation (Jamilah)





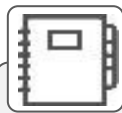
## TASK 8

Match the jobs in the box below with their job description by putting the letter a, b, c, and so on. Number 1 has been done for you.

a.	accounting information system	e.	tax accountant
b.	Controller	f.	financial accountant
c.	cost accountant	g.	managerial accountant
d.	internal audit	h.	budget accountant

No.	Type of job	Description
1.	f	Prepares various financial reports and statement needed by both external and internal users, also known as stakeholders.
2.	...	Determines the cost of producing specific products or services
3.	...	Prepares financial reports to be used by internal users only, such as the business management or executives.
4.	...	Prepares and develops a budget or financial plan of the business for the future.
5.	...	Computes and prepares the various tax returns and requirement of the business. He is also responsible for ensuring the business is compliant to tax regulations.
6.	...	Designs and implements the accounting system of a business, either manually or computerized.
7.	...	Reviews if there are controls in place or if the accounting procedures are operated properly by the management of the accounting department to ensure accurate and timely financial reports.
8.	...	One person will oversee and supervise the whole accounting process of the company, and such person is referred to as Controller.

Adapted from: <http://misscpa.com/>



## C. LANGUAGE FOCUS



## TASK 9

Study the explanation below with your partner.

In the text in Task 6, you find the following conversation.

John : **I don't understand** what tax consultant and management consultant do.

Fred : **Let me explain it** to you, anyway.

The first expression written in bold is expression to implicitly ask for explanation and the second expression in bold is expression to give explanation. Here are more examples of expressions to ask for and give explanation.

Asking for explanation	Giving explanation
<ul style="list-style-type: none"> <li>• Could you explain...?</li> <li>• Could you tell me...?</li> <li>• Please explain to me...</li> <li>• Why/how is it that?</li> <li>• I don't understand...</li> <li>• Would you mind telling me ...?</li> <li>• Do you know ...?</li> <li>• Where/when/how can I ...?</li> <li>• Something else I'd like to know is ....</li> </ul>	<ul style="list-style-type: none"> <li>• May I explain ...?</li> <li>• The aim reason is...</li> <li>• Taking into account, it was clear that...</li> <li>• The most important point seems to me that...</li> <li>• It seems obvious that...</li> <li>• It is important that...</li> <li>• I'm sure that...</li> <li>• Let me explain you why...</li> <li>• As you can see that...</li> <li>• What you have to do is...</li> <li>• That's because ...</li> <li>• All I can say is...</li> </ul>

Adapted from: <http://www.english-online.org.uk/> and <http://www.commonenglishphrases.com/>



## TASK 10

Work in pairs and complete the missing information of the dialogue below using phrases provided in the box. Then, act out the dialogue with your partner.

What do you do?	I want to know
Do you mind	The point is
All I can say is	tell me
Let me explain	how about

*Situation: Anne, an employee of a financial firm, meets Diana, her college friend who happens to work in the same firm but different division in the canteen. They decide to have their lunch together and have a small talk.*

Anne : Anyway, 1) \_\_\_\_\_ about your new job? You like it?

Diana : 2) \_\_\_\_\_ yes, of course, I do. I mean since I was majoring Management study program when I was in college, I really wanted to work in Management field. I'm happy I can finally work here as an assistant manager.

Anne : You're right. Although I was majoring Accounting, my dream was actually to be an entrepreneur.

Diana : Really? You've never told me about that. As far as I know, you like Math that much. Too bad being an accountant is not what you want.

Anne : Well, it's not bad at all actually. After working here for four months, as you can see that I start loving my job.

Diana : That's great. So, tell me about your job. 3) \_\_\_\_\_

Anne : Well, 4) \_\_\_\_\_ what I do as a public accountant. I do all sorts of accounting, including bookkeeping, managing client's finances, preparing taxes and auditing financial statements. There are so many, right? Furthermore, my clients are not only individuals, but also companies, corporations, governments and non-profit organizations.



Picture 1.5: <http://www.aviva.com/>

Diana : That's amazing. 5) \_\_\_\_\_ whether all accountants do the same job as you do.

Anne : Yeah, in public accounting division, there is special type of public accounting called forensic accounting involves investigating financial crimes, securities frauds, contract disputes, bankruptcies, money laundering and other criminal financial transactions.

Diana : Then 6) \_\_\_\_\_ other divisions?

Anne : Well, there're three more divisions. You might get bored listening to me explain everything.

Diana : No, it's okay. I want to know more about your divisions. 7) \_\_\_\_\_ telling me about them?

Anne : 8) \_\_\_\_\_, besides public accountant, there are management and government accountant. Management accountant do both the recording and analyzing the financial information of our company. They also manage the finances of the company, prepare budgets and taxes, evaluate performance, and perform cost accounting and asset management. And government accountant handle the finances of federal, state as well as local government bodies. As a government accountant, your responsibilities may include bookkeeping, payroll, budgeting, managing revenues and expenditures, making sure that the accounting practices of

government agencies comply with the law, auditing individuals and private businesses that are subject to government tax.

Diana : Either you or all of them do a lot of job, too.

Anne : Ah, I forgot the last thing.

Diana : What is it?

Anne : There's one more division called internal audit accounting. This accounting examines and verifies the company's financial records to check for waste, mismanagement and fraud. You will evaluate your company's financial information system, internal controls and management procedures to ensure the accuracy of records and controls.

Diana : You do remember even small details about accounting. Now I know better about accounting field.

Anne : Our food is coming. Let's grab them first.

Diana : All right.

Adapted from: <http://www.bls.gov/>



## TASK 11

In this task, you will listen to a monologue twice. Listen carefully and find sentences that contain conjunction. What are the conjunctions? Write them down in the box below. After that, answer the questions orally to check your comprehension.

No.	Conjunctions
1.	
2.	
3.	
4.	
5.	

### Questions

1. What do actuaries do?
2. Where do senior actuaries work?
3. What skills do the actuaries need?



## TASK 12

Study the rules below with your partner.

### Correlative conjunction

In the monologue in Task 11, you find *Actuaries need to apply **both** their mathematical **and** statistical awareness to real situations in the financial world and be able to communicate the difficult topics to non-specialists.*

The conjunction in bold is called **correlative conjunction**. It is a paired conjunction that links balanced words, phrases, and clauses. They always travel in pairs, joining various sentence elements that should be treated as grammatically equal. Below are the examples of correlative conjunctions and how they are used in sentences.

- **both... and....**  
Accounting clerks' duties are **both** entering sales **and** producing transaction data.
- **not only... but also....**  
Accounting clerks' duties are **not only** entering sales **but also** producing transaction data.
- **not... but....**  
Mr. Rizal Yahya is **not** an actuary, **but** a bookkeeper.
- **either... or....**  
Accountants work for companies, **either** as outside consultants **or** as full-time employees.
- **neither... nor....**  
My dad works at a small office, **neither** a government agency **nor** a large organization.
- **whether... or....**  
**Whether** accounting **or** auditing clerks help keep tracking the money of a company.
- **...as...as....**  
Accountant's duties are **as** hard **as** auditor's.

Adapted from: <http://grammar.about.com/> and <http://www.talkenglish.com/>

**Now, put appropriate correlative conjunctions in each of the sentences below.**

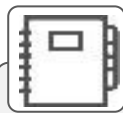
1. a) \_\_\_\_\_ husband b) \_\_\_\_\_ wife loved going to the cinema.
2. What is her name? It's a) \_\_\_\_\_ Annita b) \_\_\_\_\_ Annalisa.
3. I'm vegan, I eat a) \_\_\_\_\_ dairy b) \_\_\_\_\_ eggs.
4. It is a) \_\_\_\_\_ a first class film b) \_\_\_\_\_ reasonably good.
5. Andrew wasn't sure a) \_\_\_\_\_ to go on holiday b) \_\_\_\_\_ stay at home.
6. It snowed a) \_\_\_\_\_ in Barcelona, b) \_\_\_\_\_ in neighbouring cities.
7. James studied a) \_\_\_\_\_ hard b) \_\_\_\_\_ you did.
8. He teaches a) \_\_\_\_\_ mathematics, b) \_\_\_\_\_ history.
9. You have to do this job a) \_\_\_\_\_ you like it b) \_\_\_\_\_ not.
10. The driver did a) \_\_\_\_\_ stop the vehicle b) \_\_\_\_\_ drove on.



### TASK 13

Work in pairs and make a dialogue using the expressions in Task 9 and correlative conjunctions in Task 12 based on one of the situations below. Then, act out the dialogue with your partner.

<b>Situation 1</b> You are applying for job as a financial analyst and now having a job interview. The interviewer asks your explanation about what the position you are applying does.	<b>Situation 2</b> You just arrived home after having your first day being a new employee as a chartered accountant. Your mother is very excited about it and she asks you what you do in the office.
<b>Situation 3</b> You are having breakfast with your co-worker from tax advising division. He asks you what you do as a technician accountant.	<b>Situation 4</b> Your co worker is just promoted as a financial manager. You ask her what they do as a financial manager.



### REFLECTION

How much improvement have you made after learning English in this unit?  
Put a tick (✓) in the right column to indicate how much you have learn.

Aspects	Very much	Much	Little
Asking for explanation			
Giving explanation			
Pronouncing digraphs			
Using correlative conjunctions			
Vocabulary			

## VOCABULARY LIST

---

abreast /ə'breɪst/ (adv)	: berbaris dua-dua, mengikuti
account /ə'kaʊnt/ (n)	: rekening
acquisition /,ækwɪ'zɪʃən/ (n)	: pendapatan
actuary /'æktʃuəri/ (n)	: ongkos
adequacy /'ædəkweɪsi/ (n)	: kecukupan
assurance /ə'ʃʊərənts/ (n)	: jaminan
assure /ə'ʃʊə/ (v)	: menjamin
audit /'ɔ:dit/ (v)	: memeriksa keuangan
awareness /ə'weənəs/ (n)	: kewaspadaan
bookkeeping /bʊk,ki:piŋ/ (n)	: tata/pemegangan buku
calculate /'kælkjuleɪt/ (v)	: menghitung
candidate /'kændɪdət/ (n)	: calon
clerk /klɜ:k/ (n)	: pegawai
compliance kəm'plaɪən t s/ (n)	: pemenuhan
determine /dɪ'tɜ:mɪn/ (v)	: menentukan
diverse /daɪ'vɜ:s/ (adj)	: bermacam-macam
fraud /frɔ:d/ (n)	: penipuan
fund /fʌnd/ (n)	: dana
gain /geɪn/ (v)	: memperoleh
include /ɪn'klu:d/ (v)	: memasukkan
licensed /'laɪsəntst/ (adj)	: diijinkan
likelihood /'laɪklihʊd/ (n)	: kemungkinan
matter /'mætər / (n)	: keadaan
payroll /'peɪrəʊl/ (n)	: daftar gaji
pension /'penʃən/ (n)	: pensiun
provide /prə'vaɪd/ (n)	: menyediakan
range /reɪndʒ/ (n)	: jajaran
record /rɪ'kɔ:d/ (v)	: menyimpan informasi
reliable /rɪ'laɪəbl/ (adj)	: dapat diandalkan
revenue /'revənju:/ (n)	: penghasilan
risky /'rɪski/ (adj)	: beresiko
shareholder /'ʃeə,həʊldər / (n)	: pemegang saham
spend /spend/ (v)	: menghabiskan
supervise /'su:pəvaɪz/ (v)	: mengawasi
tax /tæks/ (n)	: pajak
vacancy /'veɪkəntsi/ (n)	: lowongan pekerjaan



## COULD WE MEET TODAY TO DISCUSS OUR PROJECT?

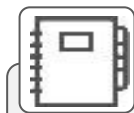


Picture 2.1

<http://images.dailytech.com/>

If you are working, you may often need to meet people to discuss a professional business. When you do that you need to make an appointment to make sure that they are available at the time you want to meet them. If your business partner wants you to meet you, you also have to know how to accept, decline, and even reschedule the appointment. In this unit, you will learn how to make, accept, decline, and reschedule an appointment through challenging activities.





## A. PRE-TASK



### TASK 1

Work in pairs and study the picture below. Write four questions you might ask if you were answering a telephone. After that, exchange questions with other pairs.



Picture 2.2

<http://www.forbes.com/>

#### Questions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



### TASK 2

Work in pairs and match the pictures with the most appropriate sentence that explains what the people in the picture are doing. Number 1 has been done for you.

a. 	b. 	c. 	d. 
e. 	f. 	g. 	h. 

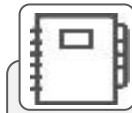
1. They are having a job interview appointment in the office. (e)
2. Banu is taking a note for his appointment with a customer.
3. A secretary is making an appointment with a sales manager of The Sun.
4. An operator is taking a message about an appointment with her boss.
5. A doctor records her appointment with a patient.
6. The supervisors are having an appointment for a meeting.
7. Claudia accepts an appointment with Jonathan.



### TASK 3

Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.

No.	Words	Pronunciation	Part of speech	Equivalents
1.	appointment	/ə'pɔɪntmənt/	noun	...
3.	requirement	/rɪ'kwaɪəmənt/	noun	...
4.	change	/tʃeɪndʒ/	noun	...
5.	convenient	/kən'veɪniənt/	adjective	...
6.	urgent	/'ɜːdʒənt/	adjective	...



### B. TASK CYCLE



### TASK 4

In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.

No.	Statements	T/F	Reason
1.	Sam is calling Jane to talk about the new air conditioning.	T	-
2.	Sam knows about the air conditioning because Jane has called him before.	...	...
3.	Jane is busy on Friday afternoon.	...	...
4.	Sam will visit Jane's office on Friday evening.	...	...
5.	Jane cancels the appointment because she has a meeting on Friday.	...	...
6.	Sam and Jane will meet on Monday in the morning.	...	...

### FUN SPOT

"Now I understand that one of the important reasons for going to college and getting an education is to learn that the things you've believed in all your life aren't true, and that nothing is what it appears to be."

— Daniel Keyes, *Flowers for Algernon*



## TASK 5

**In this task, you will listen to a dialogue in a telephone twice. Listen carefully and complete the missing information of the conversation with the words or phrases you hear in the recording. After that, act out the dialogue with your partner.**

*Situation: Mr. Peter Jefferson is calling Mr. Brian Hibberd's office to make an appointment with him.*

Michelle : Mr. Hibberd's office.  
Mr. Jefferson : Hello, can I speak to Brian Hibberd, please?  
Michelle : I'm afraid he's in a meeting until 1) \_\_\_\_\_. Can I take a message?



Picture 2.3: <http://www.adavidcreation.com/>

Mr. Jefferson : Well, I'd like to 2) \_\_\_\_\_ an appointment to see him, please.  
It's Peter Jefferson here.  
Michelle : Could you 3) \_\_\_\_\_ for a minute, Mr. Jefferson. I'll just look in the diary. So when's convenient for you?  
Mr. Jefferson : Sometime next week if possible. I 4) \_\_\_\_\_ he's away the following week.  
Michelle : Yes, that's right, he's on holiday for a 5) \_\_\_\_\_.  
Mr. Jefferson : Well, I need to see him before he 6) \_\_\_\_\_. So would next Wednesday be okay?  
Michelle : Wednesday? Let me see. 7) \_\_\_\_\_ of the office all morning. But he's free in the afternoon, after about three.  
Mr. Jefferson : Three o'clock is difficult. But I could make it after four.  
Michelle : So shall we say 4.15 next Wednesday, in Mr. Hibberd's office?  
Mr. Jefferson : Yes, that 8) \_\_\_\_\_ fine. Thank you very much.  
Michelle : You're welcome, Sir.

Adapted from: <http://www.bbc.co.uk/>



## TASK 6

**Study the dialogue below with your partner. Check your comprehension by answering the questions. Then, act out the dialogue with your partner.**

*Situation: Ms. Basuki Rahman is calling Mr. Tetsuya Moriya to make an appointment with him to talk about an English Intensive course for her sales personnel.*

Ms. Rahman : Basuki Rahman speaking

Mr. Moriya : Good morning Ms. . This is Tetsuya Moriya from Morgan International calling.



Picture 2.4: <http://www.worldofstock.com/>

Ms. Rahman : Good morning Mr. Moriya. How are you?

Mr. Moriya : I'm very well thank you, and you?

Ms. Rahman : I'm just fine. What can I do for you Mr. Moriya?

Mr. Moriya : I'm calling to find out if we could meet to talk about an English Intensive course for our sales personnel.

Ms. Rahman : I'd be very happy to talk to you. When is good for you?

Mr. Moriya : Well, I'd like to meet as soon as possible. Would this Wednesday be possible?

Ms. Rahman : Let me check my schedule. I'm afraid I'm tied up in the morning, but anytime after lunch is fine.

Mr. Moriya : Good. How about 2:30. Would an hour be enough time?

Ms. Rahman : An hour should be enough. 2:30 is fine. Where exactly is your office Mr. Moriya?

Mr. Moriya : We're on the 18<sup>th</sup> floor of the Arabesque Plaza Building, just outside Exit 7 of Toranomom Station on the Ginza Line.

Ms. Rahman : Great. So I'll see you in your office at 2:30 this Wednesday, the 24<sup>th</sup>.

Mr. Moriya : Good. I'm looking forward to meeting you, Ms. Mork.

Ms. Rahman : I'm looking forward to meeting you. Good bye.

Mr. Moriya : Good bye.

Adapted from: <http://professionalenglish.edublogs.org/>

### Questions

1. Why is Ms. Mork calling Mr. Moriya?
2. When Ms. Mork wants to meet Mr. Moriya?
3. What time will Mr. Moriya be available?
4. When will Ms. Mork and Mr. Moriya meet?
5. How does Mr. Moriya ask Ms. Rahman to meet him?
6. How does Ms. Rahman accept the appointment?



### TASK 7

**Below is the conversation between Ms. Trine Mork and Mr. Tetsuya Moriya. Arrange the sentences into a good dialogue. The first sentence has been done for you.**

*Situation: Ms. Rahman is calling Mr. Moriya because she wants to reschedule her appointment with him.*

...	Ms. Rahman	: Well, I'm free Monday morning.
...	Ms. Rahman	: Good-bye.
...	Ms. Rahman	: I'm fine. I'm calling about our appointment on Friday. I'm very sorry, but something has come up at the last minute, and I have to go to Osaka on Thursday and Friday. Could we change our appointment to next week?
...	Mr. Moriya	: I'm in meetings all day Monday. What about Tuesday morning?
...	Mr. Moriya	: See you next week. Good-bye.
...	Ms. Rahman	: Tuesday morning would be fine. How about 10:30?
...	Mr. Moriya	: No problem. I understand.
...	Ms. Rahman	: Good morning Mr. Moriya. This is Basuki Rahman from Sumikin-Intercom speaking.
...	Ms. Rahman	: Good. I'll be in your office at 10:30 on Tuesday, the 27 <sup>th</sup> . Again, I apologize for the change.
1	Mr. Moriya	: Tetsuya Moriya speaking.
...	Mr. Moriya	: Certainly. When is convenient?
...	Mr. Moriya	: That's fine.
...	Ms. Rahman	: Good. See you next week then.
...	Mr. Moriya	: Hello Ms. Rahman. How are you?

Adapted from: <http://professionalenglish.edublogs.org/>



## TASK 8

Study the explanation below with your partner.

In the dialogue in Task 6, you find the word *Wednesday*. How do you pronounce it? The first consonant *d* in *Wednesday* is not pronounced and it is called silent consonant. Below are more examples. Repeat after your teacher.

Silent vowels	Silent consonants	Silent digraphs	Base words
a: <u>a</u> isle, tea <u>m</u> , bo <u>a</u> t e: gre <u>a</u> t, pie <u>e</u> , to <u>e</u> e: lime <u>e</u> , stove <u>e</u> , pale <u>e</u> i: recei <u>v</u> e, believe o: peop <u>l</u> e, jeop <u>o</u> rdy u: la <u>u</u> gh, gue <u>s</u> s	b: com <u>b</u> , deb <u>t</u> c: black <u>c</u> , sci <u>en</u> ce d: bridg <u>e</u> , ledg <u>e</u> f: stuff <u>f</u> , staff <u>f</u> g: foreig <u>n</u> , sign h: sch <u>h</u> ool, gh <u>h</u> ost k: <u>k</u> nee, <u>k</u> nife l: swell <u>l</u> , tall <u>l</u> m: <u>m</u> nemonics n: colum <u>n</u> , solem <u>n</u> p: <u>p</u> neumonia, receipt s: fuss <u>s</u> , press <u>s</u> t: depot <u>t</u> , watch w: ans <u>w</u> er, shadow <u>w</u> z: jazz <u>z</u> , buzz <u>z</u>	gh: high <u>gh</u> , daugh <u>gh</u> ter	Some silent letters are sounded when other word forms are created. Sign (silent letter g) Bomb (silent letter b) Solemn (silent letter n)

Taken from: Pronunciation (Jamilah)



## TASK 9

Study the explanation below with your partner.

In the text in Task 6, you find the following dialogue.

Mr. Moriya : I'm manager of the Training Division of Morgan International, and **I'm calling to find out if we could meet to talk about** an English Intensive course for our sales personnel.

Ms. Rahman : **I'd be very happy to talk to you.** When is good for you?

The first expression in bold is an expression to make an appointment and the second expression is an expression to accept an appointment. Here are more examples of expressions to make and accept an appointment. You will also find the expressions to decline and reschedule an appointment.

Making an appointment	Accepting an appointment
<ul style="list-style-type: none"> <li>• I would like to make an appointment with...</li> <li>• When will it be convenient for you?</li> <li>• Could we get together and talk about this?</li> <li>• Is there a good time for us to get together?</li> <li>• If possible, I'd like to come by and see you tomorrow.</li> <li>• Shall we say 9:30 on Monday?</li> <li>• What time would suit you?</li> <li>• Is Thursday possible for you</li> <li>• How/what about Monday evening?</li> <li>• Are you available on...?</li> <li>• Can I meet...?</li> </ul>	<ul style="list-style-type: none"> <li>• I look forward to meeting you on ....</li> <li>• Yes. I can make it on ....</li> <li>• Sure, that's fine with me.</li> <li>• Yes, 10:30 suits me fine.</li> <li>• See you on Monday in the afternoon.</li> <li>• It'll be nice meeting for me.</li> <li>• I'll be there at that time.</li> <li>• That would be great.</li> <li>• All right.</li> <li>• OK with me.</li> </ul>
Declining an appointment	Rescheduling an appointment
<ul style="list-style-type: none"> <li>• No, I'm afraid</li> <li>• No, I'm afraid I've got another appointment.</li> <li>• It doesn't suit me at all.</li> <li>• I'm afraid I can't manage our Meeting on Monday morning</li> <li>• I'm sorry. I'm tied up all day.</li> <li>• I'm awfully sorry, but I have another appointment.</li> <li>• I wish I could, but....</li> <li>• I'd really like to, but....</li> <li>• I won't be able to make it on...</li> <li>• Sorry, I've already made an appointment for Saturday.</li> <li>• I'm sorry, I can't</li> <li>• I don't think I can make it.</li> </ul>	<ul style="list-style-type: none"> <li>• Could we arrange another time?</li> <li>• Would it be possible to arrange another time later in this week?</li> <li>• I'm afraid that I have to cancel our meeting on Wednesday, as something urgent has come up.</li> <li>• You know we were going to meet next Friday? Well, I'm sorry, but something unexpected has come up.</li> <li>• I'm afraid that I'm not going to be able to meet you after all. Can we fix another time?</li> <li>• Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.</li> </ul>

Adapted from: <http://waze.net/>, <http://bernadetapungky.blogspot.com/>, <http://www.eslfast.com/>





## TASK 10

---

Work in pairs and complete the missing information of the dialogues below. You may use the phrases in Task 9. The answers may be varied. Discuss them with your partner. Then, act out the dialogues with your partner.

### Dialogue 1

*Situation: Mr. Terry Greens is calling Mr. Adam Setiadi to reschedule their appointment.*

- Mr. Setiadi : Adam Setiadi speaking.  
Mr. Greens : Good afternoon, Mr. Setiadi. This is Terry Greens.  
Mr. Setiadi : Good afternoon, Mr. Greens. Can I help you?  
Mr. Greens : I'm calling about our appointment next Thursday at 2.  
1)\_\_\_\_\_ I have a business trip to Europe to visit my supplier.  
Mr. Setiadi : No problem. Do you want to reschedule the appointment?  
Mr. Greens : Yes, please. 2)\_\_\_\_\_?  
Mr. Setiadi : 3)\_\_\_\_\_ I'm tied up at the time. How about Wednesday afternoon?  
Mr. Greens : Certainly. 3)\_\_\_\_\_ 2 p.m.?  
Mr. Setiadi : 4)\_\_\_\_\_. I'll look forward to seeing you on Wednesday the 11<sup>th</sup> at 2 pm, Mr. Greens.  
Mr. Greens : Good. Thank you.

Adapted from: <http://elvinaps.blogspot.com/>

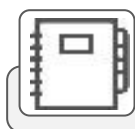
### Dialogue 2

*Situation: Mr. Johnny Albert is calling Mr. Lee Agusta to reschedule their appointment.*

- Mr. Albert : Hello. Is this Donny Agusta?  
Mr. Agusta : Yes, I'm speaking.  
Mr. Albert : Hello, Don. This is John. 1)\_\_\_\_\_ because on that day I have to go to Asia.  
Mr. Agusta : No problem. 2)\_\_\_\_\_?  
Mr. Albert : Shall we say 10 a.m. next Friday?  
Mr. Agusta : 3)\_\_\_\_\_. I'm busy then. I have a meeting. Is Saturday morning OK for you?  
Mr. Albert : Sure, that sounds very good. 4)\_\_\_\_\_?  
Mr. Agusta : How about 9 a.m.?  
Mr. Albert : Yes, 9 a.m. suits me fine.  
Mr. Agusta : That's fine. 5)\_\_\_\_\_.  
Mr. Albert : See you then.

Adapted from: <http://www.ssobooks.com/>





## C. LANGUAGE FOCUS



### TASK 11

In this task, you will listen to a monologue about being a business consultant twice. Listen carefully and find two sentences that contain V-ing. Write them down in the table below. After that, answer the questions orally to check your comprehension.

No.	Sentences
1.	<hr/> <hr/>
2.	<hr/> <hr/>

### Questions

1. Why having an online platform is good to start a business?
2. What can we do to connect with new people everyday?
3. Why we also need to partner with other businesses even they are not relevant to our business?



### TASK 12

Study the rules below with your partner.

#### Gerund

In the monologue in Task 11, you hear the sentence *Starting having a consulting business is much harder than it looks.*

- The word *having* in the sentence is called gerund. A gerund is a noun made from a verb by adding "-ing."
- You can use a gerund as the subject, the complement, or the object of a sentence. For example:
  - **Reading** helps you learn English. (*subject of sentence*)
  - Her favorite hobby is **reading**. (*complement of sentence*)
  - I enjoy **reading**. (*object of sentence*)
- Gerunds can be made negative by adding "not." For examples:
  - He enjoys **not working**.
  - The best thing for your health is **not smoking**.
- Some verbs are followed by gerunds as objects. For example:
  - She **suggested going** to a movie.
  - Mary **keeps talking** about her problems.

**Here are more examples of words that are followed by gerunds:**

acknowledge	detest	forgive	postpone	recommend
admit	dislike	fear	practice	report
anticipate	dread	feign	prevent	resent
advise	defend	finish	pardon	resist
allow	discontinue	imagine	propose	resume
anticipate	discuss	keep	recall	risk
appreciate	dispute	loathe	recollect	shirk
avoid	endure	mean	remember	shun
celebrate	enjoy	mention	report	stop
consider	entail	mind	resent	suggest
confess	escape	miss	resist	support
contemplate	excuse	necessitate	risk	tolerate
defer	explain	omit	suggest	understand
delay	fancy	permit	recall	urge
deny	finish	picture	recollect	warrant

Adapted from: <http://www.englishpage.com/>

**Now, write five sentences using the words followed by gerund.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### **TASK 13**

**Work in pairs and make a dialogue using the expressions in Task 10 and information from one of the situations below. Find the best appointment time. Then, act out the dialogue with your partner.**

#### **Situation 1**

It's Monday, March 9 today.

**Student 1** is Linda Hursay, Marketing Manager for LBM Trading, and receives the call. Student 1 will have a meeting on Monday 9 at 10-12 a.m. Student 1 will leave for France at 10 a.m. On Thursday 12 Student 1 will return from Paris around 3.30 p.m. Student 1 will be free on Wednesday 11 and Friday 13.

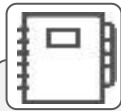
**Student 2** is Harry Gigs. Student 2 phones Linda Hursay and makes an appointment to see Linda this week. Today Student 2 will go to the branch office in London from 1 p.m. to 4.30 p.m. Student 2 will have lunch with Jennifer on Wednesday 11 and her holiday is on Friday 13. Student 2 will be free on Tuesday 10 and Thursday 12.

### Situation 2

It is Monday, December 5 today.

**Student 1** is Paolo Terrain. Student 1 phones Edward Klinch to cancel his/her appointment tomorrow at 4 p.m. Student 1 makes a new appointment. Next Monday 12 is Student 1's holiday. Student 1 will have lunch with Paula Box on Thursday 15. Student 1 will be free on Tuesday 13, Wednesday 14, and Friday 16.

**Student 2** is Edward Klinch, a senior sales supervisor at A4U Corp. On Monday 19 December Student 2 will have lunch with Larry and Lisa, followed by a meeting with a supplier on Tuesday 20 at 2 p.m. Student 2 will have an appointment with Joseph Rockwell on Wednesday 21 at 11 a.m. On Friday 23 Student 2 will fly to the Madrid Motor Show. Student 2 will be free on Thursday 22.



### REFLECTION

**How much improvement have you made after learning English in this unit?**  
Put a tick (✓) in the right column to indicate how much you have learn.

Aspects	Very much	Much	Little
Making an appointment			
Accepting an appointment			
Declining an appointment			
Rescheduling an appointment			
Pronouncing silent letters			
Using gerunds			
Vocabulary			

## VOCABULARY LIST

---

against /ə'gent st/ (prep)	: melawan
appointment /ə'pɔɪntmənt/ (n)	: janji untuk bertemu
arrange /ə'reɪndʒ/ (v)	: mengatur
attend /ə'tend/ (v)	: menghadiri
available /ə'veɪləbl/ (adj)	: dapat
avoid /ə'vɔɪd/ (v)	: menghindari
base /beɪs/ (n)	: dasar
change /tʃeɪndʒ/ (v)	: merubah
convenient /kən'veɪniənt/ (adj)	: sesuai
enough /ɪ'nʌf/ (adv)	: cukup
exact /ɪg'zækt/ (adj)	: tepat
free /fri:/ (adj)	: kosong
freelance /'fri:lɑ:nts/ (n)	: pekerjaan lepas
hold /hoʊld/ (v)	: memegang, menahan
inconvenient /ɪnkən'veɪniənt/ (adj)	: tidak sesuai
invitation /ɪnvɪ'teɪʃən/ (n)	: undangan
manage /'mænɪdʒ/ (v)	: mengatur
portfolio /pɔ:t'fəʊliəʊ/ (n)	: pekerjaan
possible /'pɒsəbl/ (adj)	: mungkin
prefer /prɪ'fɜ:r / (v)	: lebihs uka
project /'prɔ:dʒekt/ (n)	: proyek
promptly /'prɔ:mp t.li/ (adv)	: dengan segera
purpose /'pɜ:pəs/ (n)	: maksud
reschedule /,ri:'fedʒu:l/ (v)	: menjadwalkan kembali
schedule /'fedʒu:l/ (n)	: jadwal
silent /'saɪlənt/ (adj)	: diam
slightly /'slɑɪtli/ (adv)	: sedikit
suit /su:t/ (v)	: sesuai
supervisor /'su:pəvaɪzə/ (n)	: pengawas
supplier /sə'plaɪər/ (n)	: pemasok
suppose /sə'pəʊz/ (v)	: mengira
unable /ʌn'eɪbl/ (adj)	: tidak dapat/sanggup
unforeseen /ʌnfə'si:n/ (adj)	: tak terduga
unfortunately /ʌn'fɔ:tʃənətli/ (adv)	: sayangnya
urgent /'ɜ:dʒənt/ (adj)	: mendesak
wonder /'wʌndə/ (v)	: bertanya-tanya

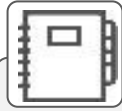
## FIRST OF ALL, SWITCH THE POWER ON.



Picture 3.1

<http://smallbusiness.chron.com/>

If you are working in an office, you sometimes need to print or copy a document. You need to use a printer, copier, and other machines like scanner, facsimile machine, and so on. If someone is asking you how to use the machines, you need to explain to them the procedure for operating them well and in organized way. Do you know how to explain that procedure? Learn how to do that in this unit through challenging activities.



## A. PRE-TASK



### TASK 1

The items below are those that you often find in your work desk in the office. Work in pairs and name the pictures. Number 1 has been done for you.

1.



scissors

2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



### TASK 2

Work in pairs and read the words or phrases below. Classify them in different ways, for example, scissors – pen – tape. How many categories can you think of?

quickly	button	press	some	left
put	top	printer	brighter	close
scanner	low	slowly	scroll	lastly
open	machine	normal	stand-by	lighter
firstly	few	paper	secondly	carefully
photocopier	back	tray	many	scan
higher	ink	high	on	select

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

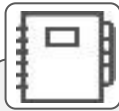
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



### TASK 3

Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.

No.	Words	Pronunciation	Part of speech	Equivalents
1.	machine	/mə'ʃɪn/	noun	...
3.	tray	/treɪ/	noun	...
4.	button	/'bʌtən/	noun	...
5.	select	/sɪ'lekt/	verb	...
6.	scroll	/skrɔʊl/	verb	...
7.	printout	/'prɪntaʊt/	noun	...



### B. TASK CYCLE



### TASK 4

In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.

No.	Statements	T/F	Reason
1.	The first step to use the copier is turn on the power switch, then plug the copier in.	F	You have to plug the copier in before turning the power switch on.
2.	You'll hear high-pitched sounds for a few seconds when the machine has warmed up.	...	...
3.	The paper tray is located at the front of the size paper button.	...	...
4.	You have to put the object you want to photocopy in the corner of the machine.	...	...
5.	You can close the lid after putting the object from the corner that has the "0" mark.	...	...
6.	The further left you adjust the brightness, the brighter the printout will be and the higher the contrast of colors.	...	...





## TASK 5

Listen to the dialogue in Task 4 once again and arrange the sentences below into a good procedure on how to use a copier. Number 1 has been done for you.

No.	Steps
...	Wait for the machine to warm up. You'll hear high-pitched sounds for a few seconds, then it will be ready to use.
...	Open the top of the photocopy machine and put the object you want to photocopy onto the corner.
...	Under "Printer" on the screen, select "Black and White" or "Color."
...	Scroll up or down to increase or decrease the number of copies under "N of Copies".
1	Plug the copier in and turn the power switch on. You can find the button in the back of the machine, either on the top left or right side.
...	You'll notice numbers outlining the glass. The machine will copy objects from the corner that has the "0" mark. After that, close the lid.
...	Adjust "Brightness" and "Contrast" by scrolling left to right. The further right you go, the brighter the printout will be and the higher the contrast of colors.
...	Press the "Copy" button and wait for the copies to spill onto the side tray.
...	Select the size you want the paper copy to be in "Image Size" button.
...	Use the touch screen to select image quality. You will see "draft" or "low," "normal" and "high."
...	Open the paper tray by sliding it out that is located at the front of the machine. It has three trays for various sizes of paper, fill it to the line with the appropriately sized paper.

Adapted from: <http://www.ehow.com/>



## TASK 6

Study the dialogue below. Check your comprehension by answering the questions. Then, act out the dialogue with your partner.

*Situation: Mrs. Jolie, the manager of Accounting Department of Samson & Co, is explaining to Mr. Bambang Triyana, the new employee in that office, the way to use facsimile machine.*

Mrs. Jolie : Mr. Frank, could you please send these documents through the facsimile machine?



Mr. Triyana : To be honest, I've never operated facsimile machine before, Ma'am. Could you please give me some direction?

Mrs. Jolie : Okay, then. Come with me.

Mr. Triyana : Yes, Ma'am. Thank you.

Mrs. Jolie : Here's the facsimile machine. The step number one is you have to check the fax machine plug.

Mr. Triyana : Uh-uh...

Mrs. Jolie : Step number two, you have to check the fax machine power supply, make sure that its telephone cord is plugged into a phone jack.

Mr. Triyana : Okay...

Mrs. Jolie : Then, insert the document that you wish to fax into the "outgoing" fax tray. You can see the icon directing the user as to where to place the outgoing document here. Fax machines in our office require the user to insert the documents face down, like this.

Mr. Triyana : Okay, Ma'am. What do we do next?

Mrs. Jolie : After that, dial the phone number to which you wish to send the document. You also need to include the area or country code.

Mr. Triyana : Okay, let me have the number.

Mrs. Jolie : Good. The next step is waiting for the receiving fax machine to "answer." You will hear a sound like a computer modem: a series of high-pitched squeals and static-like noises. You have to press the "Start" button to send your fax.

Mr. Triyana : I got it, Ma'am.

Mrs. Jolie : Then, look at the fax machine display console. It shows if pages have gone through successfully or if you need to resend a fax due to an error.

Mr. Triyana : Is there any notification if we have successfully sent the document?

Mrs. Jolie : Yes, when a fax has gone through successfully the machine will beep and display a "success" message. Let's wait for a sec.

Mr. Triyana : Okay.

Mrs. Jolie : Remember to stock the fax machine with plenty of paper in the "incoming" fax tray. That way if you receive a fax, it instantly prints on the paper provided. Even if you are out of paper, your fax machine will keep received faxes in its memory, and it will print them when you finally do stock the machine with paper.

Mr. Triyana : Noted, Ma'am.

Mrs. Jolie : Ah, one more thing you have to be aware of is that because our fax machine has its own dedicated phone line, it should receive faxes automatically. You can recognize an incoming fax easily; if

you pick up the phone, you will hear the same modem sounds as when you are sending a fax, got it?

Mr. Triyana : I understand, Ma'am.

Mrs. Jolie : Okay, it's clear then. Now continue sending the other document, please. Do like what I've told you before.

Mr. Triyana : Sure, Ma'am. Thank you for the explanation.

Mrs. Jolie : Don't mention it.

Adapted from: <http://wiki.answers.com/>



Picture 3.1: <http://www.washingtonpost.com/>

### Questions

1. How many steps are there to operate a facsimile machine?
2. Mention three expressions that show the steps on how to operate the facsimile machine.
3. What do we do after turning of the facsimile machine?
4. How do we put the document we wish to send through facsimile machine?
5. What is the function of the fax machine display console?
6. How do we know that the document has successfully sent?
7. Mention some expressions used by Mrs. Jolie to explain the procedure on how to use the facsimile machine.



### TASK 7

**Study the explanation below with your partner.**

In the dialogue in Task 7, you find the words *two* and *do*. How do you pronounce them? The words *two* and *do* are called minimal pair.

A minimal pair is a pair of words that differ in a single phoneme. Minimal pairs are often used to show that two sounds contrast in a language. The table below shows more examples of minimal pairs. Now, repeat after your teacher.

Vowel sounds	Consonant sounds	Initial consonant sounds	Final consonant sounds
<ul style="list-style-type: none"> <li>• /ɪ/ and /i:/ (sit and seat)</li> <li>• /e/ and /ɪ/ (desk and disk)</li> <li>• /e/ and /ei/ (wet and wait)</li> <li>• æ/ and /ʌ/ (bat and but)</li> <li>• /əʊ/ and /ɔ:/ (so and saw)</li> <li>• /ɒ/ and /əʊ/ (not and note)</li> <li>• /æ/ and /e/ (bad and bed)</li> <li>• /ɑ:/ and /ɜ:/ (fast and first)</li> </ul>	<ul style="list-style-type: none"> <li>• /b/ and /v/ (berry and very)</li> <li>• /b/ and /p/ (buy and pie)</li> <li>• /n/ and /ŋ/ (thin and thing)</li> <li>• /l/ and /r/ (alive and arrive)</li> <li>• /tʃ/ and /t/ (catch and cat)</li> <li>• /s/ and /ʃ/ (sea and she)</li> <li>• /f/ and /v/ (fan and van)</li> <li>• /f/ and /h/ (fat and hat)</li> <li>• /f/ and /θ/ (free and three)</li> <li>• /s/ and /θ/ (sing and thing)</li> <li>• /ð/ and /z/ (with and whizz)</li> <li>• /dʒ/ and /z/ (page and pays)</li> <li>• /d/ and /dʒ/ (bad and badge)</li> </ul>	<ul style="list-style-type: none"> <li>• /f/ and /p/ (fast and past)</li> <li>• /k/ and /g/ (came and game)</li> <li>• /t/ and /d/ (two and do)</li> </ul>	<ul style="list-style-type: none"> <li>• /k/ and /g/ (back and bag)</li> <li>• /m/ and /n/ (am and an)</li> <li>• /t/ and /d/ (hat and had)</li> </ul>

Taken from: pronunciation (Jamilah)



## TASK 8

Study the explanation below with your partner.

In the text in Task 7, you find the following dialogue.

Mr. Frank : Okay, Ma'am. What do we do next?

Mrs. Jolie : **After that**, dial the phone number to which you wish to send the document.

The expression in bold is expression to explain procedure. Here are more expressions examples.

Expression to explain procedure	
<ul style="list-style-type: none"> <li>• I thought it would be useful to give you the instruction to...</li> <li>• It'll take about 10 minutes to explain the procedure to....</li> <li>• The steps are....</li> </ul>	<ul style="list-style-type: none"> <li>• At the same time,...</li> <li>• During...</li> <li>• Before this, ...</li> <li>• Previously, ...</li> <li>• Earlier, ...</li> </ul>

<ul style="list-style-type: none"> <li>• I'd like to show you how to ....</li> <li>• The first/second/third step is....</li> <li>• First of all, you need to....</li> <li>• The first thing you have to do is....</li> <li>• After you've done that, you ....</li> <li>• The next thing to do is ...</li> <li>• Be careful not to ....</li> <li>• Firstly, ...</li> <li>• First of all, ...</li> <li>• The first step is....</li> <li>• To begin with, ...</li> </ul>	<ul style="list-style-type: none"> <li>• While ...</li> <li>• Secondly, ...</li> <li>• Thirdly, ...</li> <li>• After this, ...</li> <li>• Next, ...</li> <li>• The next step is...</li> <li>• Lastly, ...</li> <li>• ... finishes with ...</li> <li>• Finally, ...</li> <li>• In the last stage, ...</li> <li>• The last stage is ...</li> </ul>
---	--



## TASK 9

**Work in pairs and complete the missing information of the dialogue below. You may use the expressions in Task 8. The answers may be varied. Discuss them with your partner. Then, act out the dialogue with your partner.**

*Situation: Mr. Robert Kenn is telling his colleague, Mr. Bambang Triyana, the new employee in the Accounting Department of Samson & Co, how to receive a fax.*

- Mr. Kenn : Mr. Triyana, could you please receive the fax for me?
- Mr. Triyana : I'm sorry, Mr. Kenn, but I haven't known how to do so.
- Mr. Kenn : Okay, then. Wait for me finish printing this document and let me tell you the steps.
- Mr. Triyana : Okay, thanks Mr. Kenn.
- (a few minutes later)*
- Mr. Kenn : Mr. Triyana, receiving a fax can be an easy job as long as the machine is properly set up. 1) \_\_\_\_\_, ensure that the fax machine has enough paper and toner to print the fax off. 2) \_\_\_\_\_, make sure that it's connected to a working phone.
- Mr. Triyana : Okay.
- Mr. kenn : Okay, 3) \_\_\_\_\_ make sure you've turned this on. 4) \_\_\_\_\_, check the ink. Make sure it has enough ink in its toner cartridge.
- Mr. Triyana : Okay. I can see that the toner cartridge has some sort of indicator. How does this work?
- Mr. Kenn : You're right. It's because the toner is low. We'd better fill up now.
- Mr. Triyana : Let me do this, Mr. Kenn, just tell me how to do so.

Mr. Kenn : Sure. 5) \_\_\_\_\_, make sure that there's enough paper loaded in the fax machine's paper tray. 6) \_\_\_\_\_, run your thumb along the bottom, separating the individual pages, to avoid paper jams in the machine, like this.

Mr. Triyana : Okay, then?

Mr. Kenn : 7) \_\_\_\_\_, things you have to consider is, if there's a phone on the fax machine, the phone will ring. Don't pick it up. Wait for the "handshake" tones indicating that the fax machine is talking with the sender's machine.

Mr. Triyana : 8) \_\_\_\_\_ will the fax machine begin to print each page of the fax?

Mr. Kenn : Yes, it will automatically. 9) \_\_\_\_\_, check the coversheet to make sure you received as many pages as were sent.

Mr. Triyana : Thanks, Mr. Kenn. Your explanation is very useful.


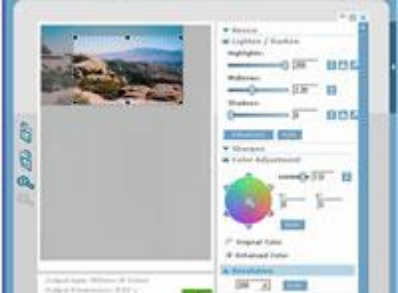


Mr. Kenn : Not at all. 10) \_\_\_\_\_ thing you have to do after receiving 9it, make sure to call or e-mail the sender to confirm that you received the fax. It's our office etiquette.

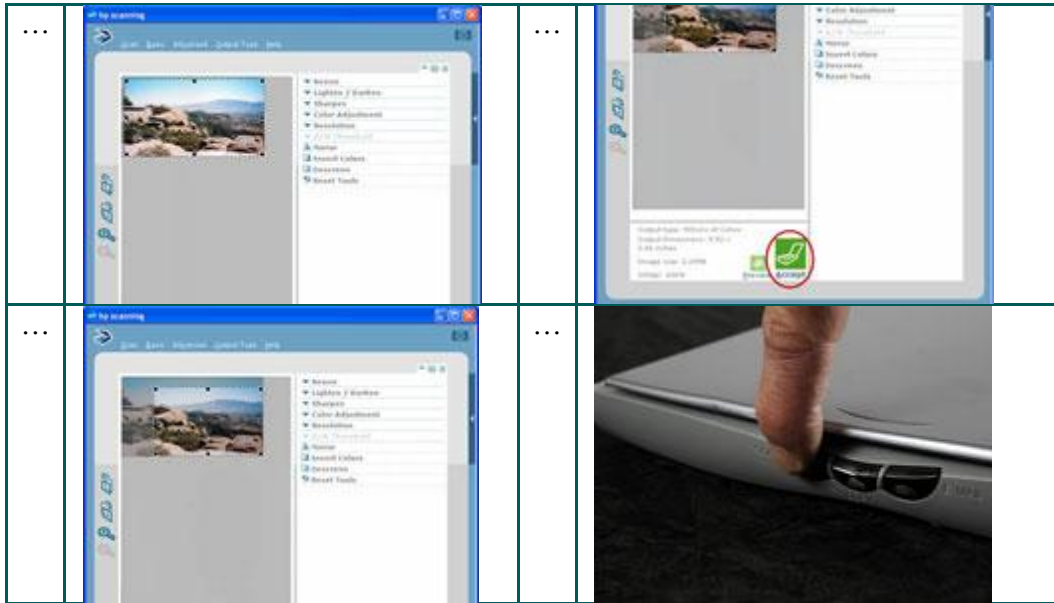
Adapted from: <http://faxauthority.com/>



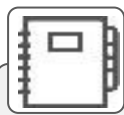
## TASK 10

**In this task, you will listen to a monologue twice. Listen carefully and number the picture that explains the steps on how to operate a scanner. Number 1 has been done for you.**

...		...	
1		...	



Adapted from: <http://www.dummies.com/>



## C. LANGUAGE FOCUS



### TASK 11

In this task, you will listen to a monologue about how to scan a photo using the scanning software. Write down the important steps in the box below and answer the questions to check your comprehension.

No.	Steps
1.	First, put the photo in _____
2.	Then, open the scanner software via _____
3.	After opening the scanner program, _____
4.	_____

### Questions

1. What should you do before using the scanner for the first time?
2. What are the three examples of photo editing software?
3. What do you do if you are making mistake during scanning the photo?
4. What happens if you click the "start scanning" option?



## TASK 12

Study the rules below with your partner.

In the text in Task 11, you hear the phrase *a scanner software* and *the scanner software*. Do you know why the noun *scanner software* uses different article? It is because article *a* and *the* are used in different way. The table below shows the use of article *a* and *the*.

### The use of article *a/an*

- a. Article *a/an* is used to talk about one particular person or thing, when the listener/reader does not know which one is meant, or when it does not matter which one.
  - Can you lend me a pen?
  - I was staying in a nice room when I was in Jakarta.
- b. Article *a/an* is used to talk about one member of a class (job).
  - A teacher is a person who teaches students.
  - A teacher should be patient.
- c. Article *a/an* is used to classify people and things to say what class, group, or type they belong to.
  - My father is a minister.
  - My brother is a lecturer.
- d. Article *a/an* is used to identify what something/someone is, or what something/someone is like.
  - This is a nice shirt.
  - Ann is a beautiful girl.
- e. Article *a/an* is used after certain adverbs or adjectives –*not a, many a, quite a, rather a*.
  - There was a large crowd in the street.
  - She is quite a patient mother.
- f. Article *a/an* is used before noun qualifiers.
  - I need a little oil to fry an egg.
  - There are a few students outside.

### The use of article *the*

- a. Article *the* is used when the listener knows which thing the speaker means.
  - Did you lock the car?
  - The meal tastes good.
- b. Article *the* is used when there is only one of something.
  - Jakarta is the capital city of Indonesia.
  - The sun rises in the east.



- c. Article *the* is used before *sea, sky, ground, country*, objects in manmade environment of the home and the community, physical environment.
  - She is sitting on the ground.
  - I'll go to the country next weekend.
- d. Article *the* is used to talk about a type of plant, animal, tree, etc.
  - The rose is my favourite flower.
  - The giraffe is the tallest of all animals.
- e. Article *the* is used before *cinema, theater, radio, television*.
  - I listen to the radio every night.
  - Did you go to the cinema last night?
- f. Article *the* is used before a noun introduced previously.
  - I met a girl yesterday. The girl is very hospitable.
  - She bought a book. The book is very interesting.
- g. Article *the* is used before the superlatives of adjectives.
  - She is the smartest student in my class.
  - This house is the most precious thing I have.
- h. Article *the* is used before ordinal numbers.
  - Please come through the first gate.
  - My office is on the second floor.
- i. Article *the* is used before adjectives in a time or space sequence.
  - I'll come to the next meeting.
  - All participants must be ready for the next discussion.

Adapted from: Structure (Sukarno: 2009)

**Now, put the correct article (*a, an, the*, or *nothing*) into the sentences below.**

1. Moving to a)\_\_\_\_\_ United States was b)\_\_\_\_\_ most exciting thing I have ever done. I moved last year to c)\_\_\_\_\_ New York.
2. Today, I have a)\_\_\_\_\_ job interview at financial company. b)\_\_\_\_\_ company has offices in all over world. I'm not sure that I have c)\_\_\_\_\_ skills to get hired.
3. If I get hired, I could meet him after a)\_\_\_\_\_ work for drinks. That would be great. He's from b)\_\_\_\_\_ Scotland. He works 8 hours c)\_\_\_\_\_ day, 5 days d)\_\_\_\_\_ week.
4. I have two brothers. One, Greg, is still in a)\_\_\_\_\_ college, and b)\_\_\_\_\_ other, Mike, has already graduated. Mike is c)\_\_\_\_\_ kind of guy that is very serious.
5. a)\_\_\_\_\_ stress can make b)\_\_\_\_\_ life unpleasant. In c)\_\_\_\_\_ day, I work at d)\_\_\_\_\_ office. people I work with are busy, and e)\_\_\_\_\_ work isn't easy.



6. When I drive to a)\_\_\_\_\_ work, usually b)\_\_\_\_\_ highways are really busy. If there's c)\_\_\_\_\_ accident during d)\_\_\_\_\_ rush hour, it can be e)\_\_\_\_\_ chaos on the roads.



### TASK 13

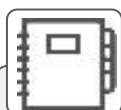
Work in pairs and make a complete dialogue using the expressions in Task 9 and using information from one of the situations below. Then, act out the dialogue with your partner.

#### Situation 1

You are accompanying your friend going to a Wealth Bank to make an account. Because this is her first time making an account, she does not know how to do it. Thus, you tell her the steps.

#### Situation 2

After accompanying your friend making a bank account, you go to an ATM machine and you tell her the way to use the ATM.



### REFLECTION

How much improvement have you made after learning English in this unit? Put a tick (✓) in the right column to indicate how much you have learn.

Aspects	Very much	Much	Little
Explaining procedures			
Pronouncing minimal pairs			
Using article <i>a/an</i> and <i>the</i>			
Vocabulary			

## VOCABULARY LIST

---

acquire /ə'kwaɪər/ (v)	: mendapatkan
adjust /ə'dʒʌst/ (v)	: mengatur
assist /ə'sɪst/ (v)	: membantu
beep /bi:p/ (n)	: tanda bunyi
button /'bʌtən/ (n)	: tombol
consider /kən'sɪdər / (v)	: mempertimbangkan
console /kən'səʊl/ (v)	: menghibur
contain /kən'teɪn/ (v)	: mengandung
cord /kɔ:d/ (n)	: kawat
corner /'kɔ:nər / (n)	: pojok
device /dɪ'vaɪs/ (n)	: alat
ensure /ɪn'ʃʊr / (n)	: memastikan
equipment /ɪ'kwɪpmənt/ (n)	: peralatan
etiquette /'etɪket/ (n)	: tatacara
icon /'aɪkən/ (n)	: gambar kecil di computer
indicate /'ɪndɪkeɪt/ (v)	: menunjukkan
ink /ɪŋk/ (n)	: tinta
jack /dʒæk/ (n)	: stop kontak
lid /lɪd/ (n)	: penutup
mark /mɑ:k/ (n)	: tanda
necessary /'nesəseri/ (n)	: kebutuhan
noise /nɔɪz/ (n)	: gaduh
notice /'nəʊtɪs/ (v)	: peringatan
object /'ɒbdʒɪkt/ (n)	: benda
onto /'ɒntu/ (prep)	: diatas
operate /'ɒpəreɪt/ (v)	: menjalankan
outline /'aʊtlam/ (n)	: garis
plenty /'plenti/ (adv)	: banyak
plug /plʌg/ (n)	: steker
press /pres/ (v)	: menekan
prompt /prɔ:m pt/ (adj)	: cepat
properly /'prɔ:pəli/ (adv)	: dengan baik
receive /rɪ'si:v/ (v)	: menerima
recognize /'rekəɡnaɪz/ (v)	: mengenal
require /rɪ'kwaɪər/ (v)	: membutuhkan
select /sɪ'lekt/ (v)	: memilih
tray /treɪ/ (n)	: baki

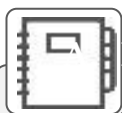
## I NEED SOME ADVICE ON THIS INVESTMENT.



Picture 4.1

<http://www.number-factory.co.uk/>

If you are confused or don't know what to do, you sometimes need to ask your family or colleagues to give you some advice. Do you know how to ask for advice? If others need your advice, you also need to know how to give them advice. Do you know how to do that? Learn those more through challenging activities in this unit.

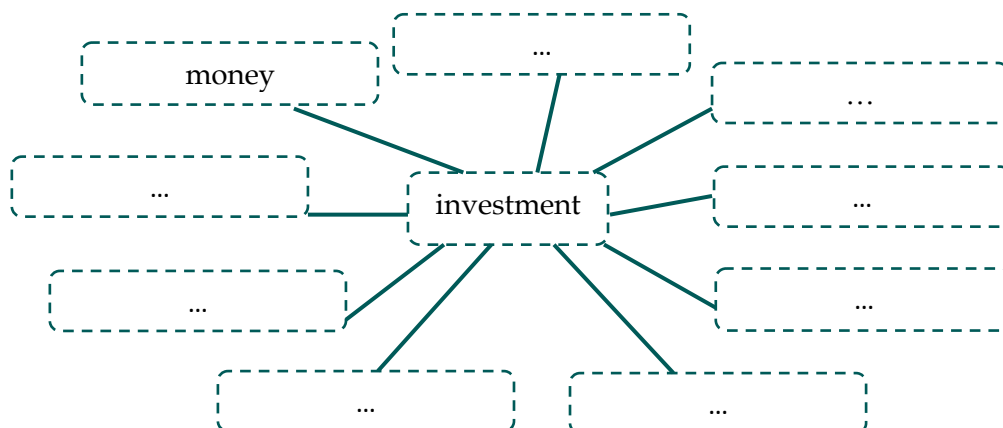


## A. PRE-TASK



### TASK 1

What do you think of when you hear/read the word *investment*?  
Write your ideas in the boxes below.



### TASK 2

A colleague of yours is thinking of investing in a property company and you are advising him. Can you think of three more pieces of advice?

It's important to invest in an area with rental appeal, e.g. close to campus, office, shops, etc.

Do some research on the capital growth history of the area.

You'd better check the tenant if it's been rented before.



Picture 4.2: <http://ak8.picdn.net/>

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

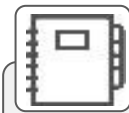
\_\_\_\_\_



### TASK 3

Below are some words you will find in Task 4. Find their Indonesian equivalents in the dictionary and then repeat after your teacher.

No.	Words	Pronunciation	Part of speech	Equivalents
1.	consider	/kən'sɪdər /	verb	...
2.	insurance	/ɪnʃʊərənt s/	noun	...
3.	uncertainty	/ʌn'sɜ:tənti/	noun	...
4.	profitable	/ˈprɒfɪtəbl/	adjective	...
5.	risky	/ˈrɪski/	adjective	...
6.	unforeseen	/ˌʌnfə'si:n/	adjective	...
7.	retirement	/rɪ'taɪəmənt/	noun	...



### B. TASK CYCLE



### TASK 4

In this task, you will listen to a dialogue twice. Listen carefully and check your comprehension by deciding whether each of the following statements is true or false and give your reason. After that, compare your answers with your classmates'. Number 1 has been done for you.

No.	Statements	T/F	Reason
1.	Mrs. Swain asked Mr. Wright's opinion since she is confused what she should invest in.	T	-
2.	Mr. Wright suggested investing in life insurance because it has benefit of saving money.	...	...
3.	Mrs. Swain said that life insurance is a good choice to invest in due to the unexpected things happen in life.	...	...
4.	Mr. Wright said that life insurance is prospective.	...	...
5.	Life insurance has its long-term benefits.	...	...
6.	Mrs. Swain thought that life insurance can't be the best solution for retirement planning.	...	...



## TASK 5

---

Listen to the dialogue in Task 4 once again and list the benefits of investing in life insurance. Then, have a class discussion to check your answers.

---

---

---

---

---

---



## TASK 6

---

In this task, you will listen to a dialogue twice. Listen carefully and complete the missing information with the words or phrases you hear in the recording.

*Situation: Jones Collins is talking about investing in property with his parents, Mr. Derrick Collins and Mrs. Samantha Collins in the living room.*



Picture 4.3: <http://www.telegraph.co.uk/>

- Mrs. Collins : Have you decided when you will start investing, Jones?
- Jones : I haven't decided what I should invest in, Mom.
- Mr. Collins : Why don't you invest in 1)\_\_\_\_\_? It's great while you are still in your 20's.
- Mrs. Collins : You're right, honey. You just need to put little effort and by investing in property you will get a 2)\_\_\_\_\_.
- Jones : That's right.

- Mr. Collins : 3)\_\_\_\_\_ or commercial, 4)\_\_\_\_\_ or single family, hotels or offices? You get to decide. There are plenty of options out there and you just need to choose the right property for you.
- Jones : What do you suggest, Dad?
- Mr. Collins : Well, all of them are good. You know, communities grow, so does the 5)\_\_\_\_\_ of your property. The longer you hold onto your investment property, the more potential you have to get a high return.
- Mrs. Collins : Yeah, property is a long-term investment. 6)\_\_\_\_\_ will typically increase in value as time goes on compared to a savings account that will lose value as inflation rises.
- Mr. Collins : Moreover, many real estate investments offer positive monthly 7)\_\_\_\_\_ after your mortgage. This cash flow will increase over time as your mortgage financing decreases incrementally and rental rates increase.
- Jones : That will create a growing source of secure 8)\_\_\_\_\_ income for me, right?
- Mrs. Collins : Exactly. Since it's a tangible 9)\_\_\_\_\_, financing is generally more easily attained and your potential returns are heightened.
- Mr. Collins : Real estate is more consistent than stocks in terms of market volatility. It can continue providing you steady returns even during lulls in the economy.
- Mrs. Collins : Generally speaking, the rental income you earn will be sufficient to cover your mortgage payments and the other 10)\_\_\_\_\_ associated with your investment unit.
- Jones : Well, there are so many more benefits investing in property.
- Mr. Collins : Of course. Think about it and discuss with us if you have decided where and what you are going to invest in, okay?
- Jones : Sure, Dad, Mom. Thanks for the advice.
- Mrs. Collins : You're welcome, sweetie.

Adapted from: <http://viproperties.tumblr.com/>



## TASK 7

**Study the dialogue below. Check your understanding by answering the questions orally. Then, act out the dialogue with your partner.**

*Situation: Mrs. Kelly Cooper is in the office lobby when Mr. Andre Yahya is approaching her to talk about investment.*



Mr. Yahya : Hi, Kelly. What's new?  
Mrs. Cooper : Hi, Andre. Nothing's special. What about you?  
Mr. Yahya : Well, I'm actually happy seeing you here. I have something to discuss with you.  
Mrs. Cooper : What is it? Tell me quickly.  
Mr. Yahya : Well, I wanna start investing on gold. I know you have invested in gold since a couple years ago. Can you give me some advice?  
Mrs. Cooper : Well, okay. Starting investing in gold is a good choice. You can choose gold coins, gold bars, gold accounts, gold futures, and gold mining.



Picture 4.4. <http://www.stefantell.se/>

Mr. Yahya : What should I choose then?  
Mrs. Cooper : If you are just starting out in gold investing, the experts advice to start out with gold coins or gold bars. These two are simpler and easier to understand. These are perfect for beginner investors in the gold market.  
Mr. Yahya : Is that so? How about gold accounts?  
Mrs. Cooper : You must be a large investor to get in on gold accounts. Many private banks may offer the chance to invest in a gold account, but only if you are willing to invest a substantial sum. Gold accounts are only for experienced investors who are very well to do and can afford to invest millions.  
Mr. Yahya : I see.  
Mrs. Cooper : Gold investment advice does not usually recommend gold futures for beginners. This market deals more in speculation than in actual investing, and can be complex.  
Mr. Yahya : and what about gold mining?



- Mrs. Cooper : Gold mining shares are another way to invest in gold without having to take actual physical delivery of it. This type of investment carries significant risks, and there is no guarantee that mining shares will go up simply because the price of gold does.
- Mr. Yahya : So, what should I do first?
- Mrs. Cooper : Well, I suggest you to buy gold when the prices are low, but do not try to wait until the price hits rock bottom. This is a common mistake made by many investors. By waiting too long, you may miss the perfect opportunity to grab gold before it starts to rise again.
- Mr. Yahya : Do you think that I should start with gold coins or bars?
- Mrs. Cooper : If I were you, I'd start with gold coins investment. Gold coins are light, usually weighing around one ounce, and are very easy to transport, store, and ship.
- Mr. Yahya : Ah, I see. Gold bars normally weigh more than coins, and are much bigger and bulkier.
- Mrs. Cooper : Exactly, although gold bars are normally the cheapest way to purchase gold.
- Mr. Yahya : Your explanation is very useful. Thanks for your advice, Kelly.
- Mrs. Cooper : Not at all. Good luck.

Adapted from: <http://www.biostockspro.com/>

### Questions

1. Mention what kinds of gold we can invest in.
2. What is the best gold choice for beginner investors?
3. What are the differences between gold coins and gold bars?
4. When is the best time to buy gold?
5. When Mr. Yahya said *so, what should I do first*, what does he mean?



### TASK 8

---

**Study the explanation below with your partner.**

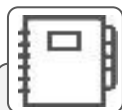
In the dialogue in Task 7, you find the phrase *I'm*, *what's* and *I'd*. Those are called contractions. A contraction is a shortened version of the written and spoken forms of a word, syllable, or word group, created by omission of internal letters (actually, sounds). It occurs when two words are combined to the extent that the two are pronounced as one word or one syllable. These have, for the most parts, been conventionalized in written language. Common examples are as follows. Repeat their pronunciation after your teacher.

aren't	are not
can't	cannot
couldn't	could not
didn't	did not
doesn't	does not
don't	do not
hadn't	had not
hasn't	has not
haven't	have not
he'd	he had; he would
he'll	he will; he shall
he's	he is; he has
I'd	I had; I would
I'll	I will; I shall
I'm	I am
I've	I have
isn't	is not
it's	it is; it has
let's	let us
mightn't	might not

mustn't	must not
shan't	shall not
she'd	she had; she would
she'll	she will; she shall
she's	she is; she has
shouldn't	should not
that's	that is; that has
there's	there is; there has
they'd	they had; they would
they'll	they will; they shall
they're	they are
they've	they have
we'd	we had; we would
we're	we are
we've	we have
weren't	were not

what'll	what will; what shall
what're	what are
what's	what is; what has
what've	what have
where's	where is; where has
who'd	who had; who would
who'll	who will; who shall
who're	who are
who's	who is; who has
who've	who have
won't	will not
wouldn't	would not
you'd	you had; you would
you'll	you will; you shall
you're	you are
you've	you have

Adapted from: <http://grammar.about.com/>



## A. LANGUAGE FOCUS



### TASK 9

Study the explanation below with your partner.

In the text in Task 7, you find the following conversation.

Mr. Anderson : So, **what should I do first?**

Mrs. Cooper : Well, **I suggest you to** buy gold when the prices are low, but do not try to wait until the price hits rock bottom.

The first expression written in bold is expression to ask for advice and the second expression in bold is expression to give advice. Here are more examples of expressions to ask for and give advice.

Asking for advice	Giving advice
<ul style="list-style-type: none"> <li>• What do you think I should do?</li> <li>• What do you suggest?</li> <li>• What would you do (in this situation)?</li> <li>• What would you do if you were me?</li> <li>• Can you give me some useful advice?</li> <li>• What should I do?</li> <li>• What do you advise me to do?</li> <li>• If you were me what would you do?</li> <li>• What ought I to do?</li> <li>• Do you think that I should...?</li> </ul>	<ul style="list-style-type: none"> <li>• I think you should....</li> <li>• I don't think you should...</li> <li>• My advice would be to....</li> <li>• I'm sure you ought to....</li> <li>• Don't you think it would be better to....</li> <li>• You ought to ...</li> <li>• You should....</li> <li>• You had better....</li> <li>• You'd better....</li> <li>• If I were you, I would...</li> <li>• You ought/ought not to...</li> <li>• If I were in your position, I would...</li> <li>• If I were in your shoes, I would...</li> <li>• Your only option is to....</li> <li>• Why don't you....?</li> <li>• Have you thought about....?</li> <li>• Have you tried...?</li> </ul>

Adapted from: <http://www.myenglishpages.com/>



## TASK 10

**Work in pairs and complete the missing information in the dialogue below using appropriate phrases or expressions in Task 10. The answer may be varied. Then, act out the dialogue with your partner.**

*Situation: Jones Collins is asking his father's advice what he should do before investing in property.*

- Jones : Dad, I've found the right property I'm really interested in.
- Mr. Collins : Great. What kind of property is it?
- Jones : It's a residential building in St. Clara. The price is really interesting compared to the location of the property.
- Mr. Collins : It's good to hear that. Have you done some research?
- Jones : 1) \_\_\_\_\_, Dad?
- Mr. Collins : 2) \_\_\_\_\_ to do some of the things to look out for. Make sure you inspect the property more than just once.
- Jones : It's been my third times.
- Mr. Collins : 3) \_\_\_\_\_ visiting it at different times of the day or night or weekend?
- Jones : I haven't visited it on the weekend.
- Mr. Collins : 4) \_\_\_\_\_, so you can gauge the traffic and noise levels. And more, a rainy day is perfect to see if there are any leaks.

Jones : But this is summer, Dad, and as far as I know there are no leaks.  
 Mr. Collins : 5) \_\_\_\_\_ if there are any cracks in the walls.  
 Jones : Both the interior and exterior are okay.  
 Mr. Collins : If it's an old house and the carpet is lifting up in places, 6) \_\_\_\_\_ have a look at the state of the floorboards. You may see if there are signs of mould, white ants, borers or other problems.  
 Jones : Okay.  
 Mr. Collins : One more thing you have to make sure is if there is a musty smell. It may indicate rising damp or water damage.  
 Jones : Noted. I'm gonna visit it again tomorrow and make sure everything is okay. Thanks, Dad.  
 Mr. Collins : Great. Good luck.

Adapted from: <http://www.ingdirect.com.au/>



## TASK 11

**In this task, you will listen to a monologue. Listen carefully and list the expressions used by the speaker to suggest the listener. After that, answer the questions to check your comprehension.**

No.	List of expressions
1.	Firstly, you should ask yourself _____
2.	Secondly, you ought to _____
3.	_____
4.	_____
5.	_____

## Questions

1. What is the text about?
2. How many points does the speaker mention before investing in stocks?
3. What should you do to know whether or not a company may be a good investment?
4. What should you consider to know when the best time to sell the stocks?
5. What does the speaker mean by saying *why don't you look to the company's competitor?*



## TASK 12

Study the rules below.

In the text in Task 11, you hear the sentences

- *I **used to invest** based solely on stock tips and become an uneducated investor.*
- *I'm **used to looking** to at least the other two top competitors in the industry to determine the superior investment.*

Do you know the difference between *used to* in the first and second sentence? They are used in different way. The table below shows the use of article *used to* +infinitive and *be/get used to*.

### 'used to + infinitive' and 'be/get used to'

#### used to+infinitive

- We use '**used to**' to talk about things that happened in the past – actions or states – that no longer happen now.  
For example,
  - Ben **used to** travel a lot in his job but since his promotion, he doesn't.
  - I **used to drive** to work but now I take the bus.
- There is no present tense equivalent of '**used to**'. To talk about present habits we use the present simple and an adverb of frequency (*usually, always, often, never, etc.*)

#### 'be/get used to'

- If you **are used to** something, you are accustomed to it – you don't find it unusual. If you **get used to** something or you **are getting used to** something you are becoming accustomed to it – it was strange, now it's not so strange.  
For example,
  - She has started working nights and **is still getting used to sleeping** during the day.
  - I have always lived in the country but now I'm **getting used to living** in the city.

- Both '**be used to**' and '**get used to**' are followed by a noun (or pronoun) or the gerund.  
For example,  
— I didn't understand the accent when I first moved here but I quickly **got used to it**.  
— I **wasn't used to living** in such a small flat and I found it really hard at first.
- '**Be/get used to**' can be used with past, present and future tenses.  
For example,  
— You might find it strange at first but you'll soon **get used to it**.  
— He **wasn't used to** the heat and he caught sunstroke.

Adapted from: <http://learnenglish.britishcouncil.org/>

**Now, decide whether the sentences below are using *used to+infinitive* or *be/get used to*.**

1. When I started to work here I needed a lot of help, but now I \_\_\_\_\_ all the work on my own.
2. When I had to commute to work every day I \_\_\_\_\_ very early.
3. When Pete Smith was the head of our office everything \_\_\_\_\_ well organized. Now it's total chaos here.
4. Mr. Brown was shocked when he joined our busy company because he \_\_\_\_\_ doing much work everyday.
5. At first the employees didn't like the new open-space office but in the end they \_\_\_\_\_ it.
6. Don't worry, it's a simple program to use. You \_\_\_\_\_ it in no time, I'm sure.



### TASK 13

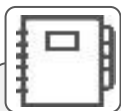
**Work in pairs and make a dialogue using the expressions in Task 9 based on one of the situations below. Then, act out the dialogue with your partner.**

#### Situation 1

Your colleague has invested in gold for a year and she/he wants to invest more. You give her/him advice since she/he is no longer a beginner investor.

#### Situation 2

Your assistant asks your advice on what she should invest in, property or stock. As an experienced investor, you give her some advice.



## REFLECTION

**How much improvement have you made after learning English in this unit?**  
**Put a tick (✓) in the right column to indicate how much you have learn.**

Aspects	Very much	Much	Little
Asking for advice			
Giving advice			
Pronouncing contractions			
Using <i>used to+infinitive</i> and <i>be/get used to</i>			
Vocabulary			

## VOCABULARY LIST

---

afford /ə'fɔ:d/ (v)	: mampu
attain /ə'teɪn/ (v)	: mencapai
benefit /'benɪfɪt/ (n)	: keuntungan
bulky /'bʌlki/ (adj)	: besar sekali
decrease /dɪ'kri:s/ (v)	: berkurang
define /dɪ'faɪn/ (v)	: memberi definisi
determine /dɪ'tɜ:mɪn/ (v)	: menentukan
earn /ɜ:n/ (v)	: mendapat penghasilan
egregious /ɪ'ɡri:dʒəs/ (adj)	: termashur
ensure /ɪn'ʃʊə/ (v)	: memastikan
essential /ɪ'sentʃəl/ (adj)	: perlu sekali
expense /ɪk'spɛns/ (n)	: biaya/ongkos
expert /'ekspɜ:t/ (n)	: ahli
gain /ɡeɪn/ (v)	: memperoleh
goal /ɡoʊl/ (n)	: tujuan
guarantee /ˌɡærən'ti:/ (n)	: jaminan
increase /ɪn'kri:s/ (v)	: kenaikan
inflation /ɪn'fleɪʃən/ (n)	: inflasi
lull /lʌl/ (n)	: ketenangan
mortgage /'mɔ:ɡɪdʒ/ (n)	: hipotek
opportunity /ˌɒpə'tju:nəti/ (n)	: kesempatan
potential /pəʊ 'tentʃəl/ (adj)	: berkesempatan
profitable /'prɒfɪtəbl/ (adj)	: menguntungkan
property /'prɒpəti/ (n)	: tanah milik/milik
provide /prə'vaɪd/ (v)	: menyediakan
rate /reɪt/ (n)	: tariff dasar
residential /ˌrezɪ'dentʃəl/ (adj)	: kediaman
retire /rɪ'taɪə/ (v)	: memberhentikan
retirement /rɪ'taɪmənt/ (n)	: pengunduran diri
return /rɪ'tɜ:n/ (n)	: hasil keuntungan
share /ʃeə/ (n)	: bagian/saham
steady /'stedi/ (adj)	: kokoh
stock /stɔ:k/ (n)	: saham
tangible /'tændʒəbl/ (adj)	: nyata
unforeseen /ˌʌnfə'si:n/ (adj)	: tak terduga
value /'vælju:/ (n)	: nilai
volatility /ˌvɒ:lə'tɪləti/ (n)	: keadaan terbang



## APPENDIX 1: Unit 1- Tasks 4 and 5

*Situation: Beth Smith, a university student majoring Accounting Department, is interviewing her mom, Mrs. Sara Smith, an accountant manager in Dock & Co about jobs in accounting.*

- Beth : Mom, could you help me do my homework.
- Mrs. Smith : I'm quite busy right now, Ruth. How about doing it tomorrow evening?
- Beth : But I have to submit this tomorrow morning. Please, help me.
- Mrs. Smith : Okay, come here. What's the question?
- Beth : I have to interview a person who is an expert in accounting and ask him/her the job description of these jobs.
- Mrs. Smith : Okay, what are the jobs?
- Beth : They are bookkeeping, accounting, and auditing. Let's go to the first job, Mom, bookkeeping.
- Mrs. Smith : Well, actually bookkeeping, accounting, and auditing clerks have different assignment, but they all have the same job. They help keep tracking the money of business makes and spends.
- Beth : Don't they have specific jobs?
- Mrs. Smith : Of course, they do. Bookkeeping clerks help by preparing balance sheets and other documents. They also summarize an organization financial position.
- Beth : Is that all? How about accountants, Mom?
- Mrs. Smith : Well, accounting clerks enter sales and producing transaction data. An accounting clerk verifies that a figure is accurate and the calculations are correct. In small businesses all of this function may be performed by one individual, often a part-time employee. At hospital corporations, government agencies, and other large organizations, specialization is the role.
- Beth : How about their educational background, Mom?
- Mrs. Smith : A high school diploma is essential. Business school or college graduate may also be desirable.
- Beth : Is that all? Do you have any suggestion for those who want to be an accountant, Mom?
- Mrs. Smith : Umm, applicant' sheets also have a strong aptitude for numbers. If you want to be an accountant or employee related to accounting, consider volunteering into manage books for students' groups and other extracurricular organizations. You'll quickly see how important the person who keeps tracking the money really is.
- Beth : Okay, Mom. Thanks, you can continue working now.
- Mrs. Smith : Sure, darling. Don't go to bed too late.

## APPENDIX 2: Unit 1 - Task 6

---

*Situation: Beth Smith, a university student majoring Accounting Department, is interviewing her mom, Mrs. Smith, an accountant manager in Dock & Co about being an accounting.*

- Beth : Mom, may I come in? There are some more questions left.
- Mrs. Smith : Sure, darling.
- Beth : Where do usually accountants work?
- Mrs. Smith : Some accountants work for private citizens, helping them file their taxes and giving advice on general financial matters. Other accountants work for companies, either as outside consultants or as full-time employees.
- Beth : What do they do, Mom?
- Mrs. Smith : They handle the company's financial records, oversee budgets, payments, expenses, and taxes. Ah, I forgot this. There are also accountants that work for the government, some work for the IRS or Internal Revenue Service, the agency responsible for collecting taxes.
- Beth : Could you tell me more about IRS accountants?
- Mrs. Smith : Their job is to make sure that tax for turns are filled up properly. They are specially trained to look for tax. Other government accountants make sure that local states and federal agencies keep accurate records.
- Beth : Mom, you used to be an accountant. How does it feel to be an accountant?
- Mrs. Smith : Well, accounting can be the tidiest work. You know, new computer software is rapidly changing and opening the door to easier record keeping. Accountant should expect to spend most of their time at the desk.
- Beth : What do we need to do if we want to be an accountant?
- Mrs. Smith : Other accounting or related field necessary for most candidates, passing the exam to become a CPA or Certified Public Accountant will offer better job opportunities and most states require CPA candidates to complete additional thirty semesters hours beyond the usual bachelor degree.
- Beth : Noted, Mom. Thanks.
- Mrs. Smith : You're welcome, sweetie.

## APPENDIX 3: Unit 1 - Task 10

---

*Situation: Anne, an employee of a financial firm, meets Diana, her college friend who happens to work in the same firm but different division in the canteen. They decide to have their lunch together and have a small talk.*

- Anne : Anyway, tell me about your new job? You like it?
- Diana : All I can say is yes, of course, I do. I mean since I was majoring Management study program when I was in college, I really wanted to work in Management field. I'm happy I can finally work here as an assistant manager.

Anne : You're right. Although I was majoring Accounting, my dream was actually to be an entrepreneur.

Diana : Really? You've never told me about that. As far as I know, you like Math that much. Too bad being an accountant is not what you want.

Anne : Well, it's not bad at all actually. After working here for four months, as you can see that I start loving my job.

Diana : That's great. So, tell me about your job. What do you do?

Anne : Well, let me explain you what I do as a public accountant. I do all sorts of accounting, including bookkeeping, managing client's finances, preparing taxes and auditing financial statements. There are so many, right? Furthermore, my clients are not only individuals, but also companies, corporations, governments and non-profit organizations.

Diana : That's amazing. I want to know whether all accountants do the same job as you do.

Anne : Yeah, in public accounting division, there is special type of public accounting called forensic accounting involves investigating financial crimes, securities frauds, contract disputes, bankruptcies, money laundering and other criminal financial transactions.

Diana : Then how about other divisions?

Anne : Well, there're three more divisions. You might get bored listening to me explain everything.

Diana : No, it's okay. I want to know more about your divisions. Do you mind telling me about them?

Anne : The point is, besides public accountant, there are management and government accountant. Management accountants do both the recording and analyzing the financial information of our company. They also manage the finances of the company, prepare budgets and taxes, evaluate performance, and perform cost accounting and asset management. And government accountant handle the finances of federal, state as well as local government bodies. As a government accountant, your responsibilities may include bookkeeping, payroll, budgeting, managing revenues and expenditures, making sure that the accounting practices of government agencies comply with the law, auditing individuals and private businesses that are subject to government tax.

Diana : Either you or all of them do a lot of job, too.

Anne : Ah, I forgot the last thing.

Diana : What is it?

Anne : There's one more division called internal audit accounting: This accounting examines and verifies the company's financial records to check for waste, mismanagement and fraud. You will evaluate your company's financial information system, internal controls and management procedures to ensure the accuracy of records and adequacy of controls.

Diana : You do remember even small details about accounting. Now I know better about accounting field.

Anne : Our food is coming. Let's grab them first.

Diana : All right.

### APPENDIX 3: Unit 1- Task 11

---

Actuaries evaluate, manage and advise on financial risks. The core of actuarial work lies within both pensions and insurance, where professionals are most likely to start off. Some actuaries may move on to investment banks at a later stage.

Actuarial work can be diverse and ranges from highly technical roles developing complex financial products in either investment banks or pensions and insurance companies. Actuaries need to apply both their mathematical and statistical awareness to real situations in the financial world. Strong communication skills are becoming an increasingly important part of the actuarial profession. It is also essential that actuaries are able to discuss complex topics in a simple way to assist their clients effectively.

Actuarial trainees may begin work as whether trainee pensions consultants or risk analysts. Senior actuaries can be found in consulting firms as partners, in large banks as chief risk officers or in board-level positions in insurance companies and other financial services organisations.

Actuaries apply financial and statistical theories to assess the likelihood of a particular event occurring and the possible financial costs. They use not only mathematical modelling techniques but also statistical concepts to determine probability and assess risks to price commercial insurance. They also monitor risk within trading positions in investment banking to ensure excessive risks are not taken during the fast pace of trading.

### APPENDIX 4: Unit 2 - Task 4

---

*Situation: Sam is calling Jane's office to make an appointment with her to discuss the air conditioning in her office*

Sam : Good morning, Jane. This is Sam from Morgan International.

Jane : Good morning. What can I do for you?

Sam : I want to meet you about the requirements of the air conditioning in your office.

Jane : Oh, yes. We want a new air conditioning plant. Did my assistant, Sara, tell you about it?

Sam : Yes, she called us. Can I meet you this Friday morning?

Jan : I'm afraid I'm tied up in the morning, but anytime after lunch is fine.

Sam : Good. How about 2.30?

Jane : 2.30 sound fine. You can visit my office.

Sam : thank you. I will be there. See you on Friday, 2.30.

Jane : Sure, Sam. Bye

*A few minutes later...*

Jane : Hello, this is Jane from A-Pack Tax.

Sam : Hello, Jane. How are you?

Jane : I'm fine. I'm calling about our Friday appointment. I'm sorry but I have to cancel the meeting as something urgent has come up.

Sam : Okay. When is it convenient to meet you then?

Jane : Well, I'm free Monday morning. Will that be okay?

Sam : That's fine.

Jane : Great. Then we can meet on Monday at 10.30. Sorry for the change.  
Sam : No problem. I can understand.

## **APPENDIX 5: Unit 2 - Task 5**

---

*Situation: Mr. Peter Jefferson is calling Mr. Brian Hibberd's office to make an appointment with him.*

Michelle : Mr. Hibberd's office.  
Mr. Jefferson : Hello, can I speak to Brian Hibberd, please?  
Michelle : I'm afraid he's in a meeting until lunchtime. Can I take a message?  
Mr. Jefferson : Well, I'd like to arrange an appointment to see him, please. It's Peter Jefferson here.  
Michelle : Could you hold on for a minute, Mr. Jefferson. I'll just look in the diary. So when's convenient for you?  
Mr. Jefferson : Sometime next week if possible. I heard he's away the following week.  
Michelle : Yes, that's right, he's on holiday for a fortnight.  
Mr. Jefferson : Well, I need to see him before he goes away. So would next Wednesday be okay?  
Michelle : Wednesday? Let me see. He's out of the office all morning. But he's free in the afternoon, after about three.  
Mr. Jefferson : Three o'clock is difficult. But I could make it after four.  
Michelle : So shall we say 4.15 next Wednesday, in Mr. Hibberd's office?  
Mr. Jefferson : Yes, that sounds fine. Thank you very much.  
Michelle : You're welcome, Sir.

## **APPENDIX 6: Unit 2 - Task 7**

---

*Situation: Ms. Mork is calling Mr. Moriya because she wants to reschedule her appointment with him.*

Mr. Moriya : Tetsuya Moriya speaking.  
Ms. Mork : Good morning Mr. Moriya. This is Trine Mork from Sumikin-Intercom speaking.  
Mr. Moriya : Hello Ms. Mork. How are you?  
Ms. Mork : I'm fine. I'm calling about our appointment on Friday. I'm very sorry, but something has come up at the last minute, and I have to go to Osaka on Thursday and Friday. Could we change our appointment to next week?  
Mr. Moriya : Certainly. When is convenient?  
Ms. Mork : Well, I'm free Monday morning.  
Mr. Moriya : I'm in meetings all day Monday. What about Tuesday morning?  
Ms. Mork : Tuesday morning would be fine. How about 10:30?  
Mr. Moriya : That's fine.

Ms. Mork : Good. I'll be in your office at 10:30 on Tuesday, the 27<sup>th</sup>. Again, I apologize for the change.

Mr. Moriya : No problem. I understand.

Ms. Mork : Good. See you next week then.

Mr. Moriya : See you next week. Good-bye.

Ms. Mork : Good-bye.

## APPENDIX 7: Unit 2 - Task 11

---

### Being a Business Consultant

Starting having a consulting business is much harder than it looks. More and more professionals are starting consulting companies, which could be partially attributed to the rise of social media. Here are five tips on how to start a successful consulting business:

1. Develop an online platform. The cheapest way for people to start learning about who you are, and what you do, is to have a website. Start registering your website and name your company something that captures people's attention or relates to the services you're offering.
2. Do free work in exchange for a case study. The hard part of starting a consulting business is that every new lead will ask you about your previous clients and you don't have any. The best piece of advice is doing some free consulting for a friend, family member or someone else.
3. Connect with new people daily. Having raw skills isn't enough to start having a business. You need to constantly put yourself out there and connect with new people daily. Spend some of your time going to networking events, meet-up groups, conferences, and support your relationship using your social network channels to stimulate interest in your new business.
4. Enjoy partnering with other businesses. If you see successful businesses that are relevant to your consulting company, it might be a good idea to partner with them. Do not avoid being with those who aren't offering your services as part of their portfolio because if their customers could benefit from them, you should reach out to them.
5. Keep promoting yourself on freelance websites. Consider connecting freelance websites where you can promote your services for free. You are competing against other consultants for projects on these sites, but it can help generate new leads.

## APPENDIX 8: Unit 3 - Tasks 4 and 5

---

*Situation: Mrs. Jones is telling Anne, the new employee, how to use the copier.*

Mrs. Jones : Do you need any help, Anne?

Anne : Oh, actually yes, Mrs. Jones. Can you tell me how can I use this machine?

Mrs. Jones : My pleasure, darling. This is quite easy if you have been used to.

Anne : Well, because this is my first time using this copier, I'm afraid of making any mistakes.



Mrs. Jones : You're right. From now on you may often use this copier. You know that it's cheaper to use this than to use ink to print multiple copies.

Anne : Yes, Mrs. Jones. I'm listening to your instruction well.

Mrs. Jones : Okay, first all of, plug the copier in and turn the power switch on. You can find the button in the back of the machine, either on the top left or right side.

Anne : Okay, I found it.

Mrs. Jones : Second, wait for the machine to warm up. You'll hear high-pitched sounds for a few seconds, then it will be ready to use.

Anne : Okay, next?

Mrs. Jones : Next, open the paper tray by sliding it out, as you can see it's located at the front of the machine. It has three trays for various sizes of paper, so fill it to the line with the appropriately sized paper.

Anne : Done, Mrs. Jones.

Mrs. Jones : And then open the top of the photocopy machine and put the object you want to photocopy onto the corner.

Anne : Like this?

Mrs. Jones : Yes. You'll notice numbers outlining the glass. The machine will copy objects from the corner that has the "0" mark. After that, close the lid.

Anne : Okay, Mrs. Jones.

Mrs. Jones : Now, you can use the touch screen to select image quality. You will see "Draft" or "Low," "Normal" and "High." Under "Printer" on the screen, select "Black and White" or "Color." After that, select the size you want the paper copy to be in "Image Size" button. Scroll up or down to increase or decrease the number of copies under "N of Copies". Adjust "Brightness" and "Contrast" by scrolling left to right. The further right you go, the brighter the printout will be and the higher the contrast of colors.

Anne : All right, it's set.

Mrs. Jones : The last, press the "Copy" button and wait for the copies to spill onto the side tray.

Anne : Well, this is not too hard.

Mrs. Jones : Of course, it will be easier as you use the copier more often.

Anne : Thanks a lot, Mrs. Jones.

Mrs. Jones : No problem. Work hard.

## APPENDIX 9: Unit 3 - Task 7

### How to Use a Scanner

Scanners are little devices that work like photocopiers. Rather than make a copy, the scanner takes the original and creates a graphics image that's then stored in your computer. So, the scanner gets the images directly into your computer. The steps to use a scanner are

1. Connect the scanner to your PC. Most scanners connect via a USB cable.

2. Place the material to be scanned into the scanner, just as though you were using a photocopier. Turn the scanner on, if necessary. Put the portion of the material that you want to copy facedown (so that it's pressed against the scanner glass). Your scanner may not have a power button or switch, in which case, it turns on automatically when you plug it into your computer.
3. Press the scan button on the scanner, which is the button to acquire a digital image. Or, if the scanner lacks a button, run the scanner software in Windows which acquires a digital image.
4. Preview the scan. The scanner's software should display a preview on your computer's screen.
5. Select the scan area in the scanner software. Use a zoom or magnification tool to ensure that you select the proper portion of the scanner glass.
6. Set other options. For example, set the type of scan: color, grayscale, or document. You can also set resolution, although the scanner software probably makes the proper adjustment for you. (If not, 200 dpi is good.)
7. Scan the image. The software should have a button that you need to click to scan the image.
8. Save the image to disk. An alternative to saving the image to disk is to open the image in a photo- or image-editing application, where the image can be further refined or edited.

## **APPENDIX 10: Unit 3 - Task 11**

---

### **Scanning a Photo via the Scanning Software**

A scanner software usually comes with their own software. This usually contains the scanner driver as well as a basic image editor to assist you with scanning and touching up your photos. You will need to install the software before you use the scanner for the first time.

As long as the scanner software has been installed, you can also use your own software to initiate each scan. Most photo editing applications allow you to access the scanner via their "File" menu. Examples of photo editing software include Adobe Photoshop, Corel Paintshop Pro, and The Gimp.

Assuming your scanner has been set up and it's connected to your computer/network, the actual steps you use to scan a photo will depend on your scanner. Typically, it will be one of the following:

1. First, position the photo in the scanner
2. Then, open the scanner software via an icon on your desktop or from the "Start" menu depending on your computer.
3. After you've opened the scanner software, it will usually give you some options such as "Scan Photos", "Preview" etc. Follow the prompts and you should be OK. If you make a mistake it won't matter - just delete the first scan and start another scan.
4. Once you select "Start Scanning", the photo will automatically be scanned and will appear within the scanner software. From here, follow the onscreen prompts.



## APPENDIX 11: Unit 4 - Tasks 4 and 5

---

*Situation: Mr. Johnny Wright and Mrs. Crystal Swain are having a dialogue in the office.*

- Mr. Wright : How's your investment progress, Mrs. Swain?
- Mrs. Swain : All is great. A company even asked me to invest in their stock yesterday.
- Mr. Wright : Well, you have invested I stocks, haven't you? Don't you wanna invest in the other things?
- Mrs. Swain : I do want to. I'm just still considering what I should invest in. What would you do if you were me?
- Mr. Wright : Have you thought about life insurance?
- Mrs. Swain : Well, isn't it prospective enough?
- Mr. Wright : Well, investing in life insurance is a need since it provides the dual benefits of savings and security.
- Mrs. Swain : I know. Life today is full of uncertainties. Life Insurance ensures that my family and I continue enjoying a good quality of life against any unforeseen event.
- Mr. Wright : That's the point. Life Insurance not only provides financial support in the event of untimely death but also acts as a long term investment. You can meet your goals, be it your children's education, their marriage, building your dream home or planning a relaxed retired life.
- Mrs. Swain : I see.
- Mr. Wright : Life insurers through riders or stand alone health insurance plans offer the benefits of protection against critical diseases and hospitalization expenses.
- Mrs. Swain : Yeah, that benefit has assumed critical importance as incidence of lifestyle diseases and medical costs are increasing.
- Mr. Wright : And because life insurance is a long-term contract, you have to pay a fixed amount at a defined periodicity. And it builds the habit of long-term savings.
- Mrs. Swain : Do you think that it's safe and profitable?
- Mr. Wright : Of course I do. It's a highly regulated sector. Life Insurance also ensures that the life insurers focus on returns over a long-term and do not take risky investment decisions for short term gains.
- Mrs. Swain : Hmm. I'm confused. What do you advise me to do?
- Mr. Wright : I'm sure you ought to invest in this. I think life insurance is one of the best instruments for retirement planning.
- Mrs. Swain : Well, you're right. I'm gonna discuss it with my husband then. Thanks for your advice, anyway, Mr. Wright.
- Mr. Wright : No problem.

## APPENDIX 12: Unit 4 - Task 6

---

*Situation: Jones Collins is talking about investing in property with his parents, Mr. Derrick Collins and Mrs. Samantha Collins in the living room.*

- Mrs. Collins : Have you decided when you will start investing, Jones?
- Jones : I haven't decided what I should invest in, Mom.
- Mr. Collins : Why don't you invest in property? It's great while you are still in your 20's.
- Mrs. Collins : You're right, honey. You just need to put little effort and by investing in property you will get a great reward.
- Jones : That's right.
- Mr. Collins : Residential or Commercial, multifamily or single family, hotels or offices? You get to decide. There are plenty of options out there and you just need to choose the right property for you.
- Jones : What do you suggest, Dad?
- Mr. Collins : Well, all of them are good. You know, communities grow, so does the value of your property. The longer you hold onto your investment property, the more potential you have to get a high return.
- Mrs. Collins : Yeah, property is a long-term investment. Real estate will typically increase in value as time goes on compared to a savings account that will lose value as inflation rises.
- Mr. Collins : Moreover, many real estate investments offer positive monthly cash flow after your mortgage. This cash flow will increase over time as your mortgage financing decreases incrementally and rental rates increase.
- Jones : That will create a growing source of secure retirement income for me, right?
- Mrs. Collins : Exactly. Since it's a tangible asset, financing is generally more easily attained and your potential returns are heightened.
- Mr. Collins : Real estate is more consistent than stocks in terms of market volatility. It can continue providing you steady returns even during lulls in the economy.
- Mrs. Collins : Generally speaking, the rental income you earn will be sufficient to cover your mortgage payments and the other expenses associated with your investment unit.
- Jones : Well, there are so many more benefits investing in property.
- Mr. Collins : Of course. Think about it and discuss with us if you have decided where and what you are going to invest in, okay?
- Jones : Sure, Dad, Mom. Thanks for the advice.
- Mrs. Collins : You're welcome, sweetie.

### **Stock Market Investing Tips & Guide for Dummies**

There are as many stock investing strategies as there are stock investors in the world. In stock investing, it is essential that the individual investor comes up with a strategy, a set of criteria for risk management, and a mindset that will work in any market condition and any economic or political climate. What I've come up with here is more of a framework to ensure that you are not making some of the most egregious investing errors.

Firstly, you should ask yourself what brought this stock to your attention. It doesn't matter where the source of the stock tip is from. I used to invest based solely on stock tips and become an uneducated investor.

Secondly, you ought to make sure you understand the company and business model. If you think a company may be a good investment, but don't yet understand the way it earns its money, do some research.

Thirdly, I'm sure you better know the numbers. It is essential that stock investors be aware of the basic financial performance of a company they are investing in.

Then, why don't you look to the company's competitors? I'm used to looking to at least the other two top competitors in the industry to determine the superior investment.

Next, you should determine what the company is worth to you. If I were you I would determine what you would pay for the shares of stock in order to invest in a company. You can only determine a fair price for the company's shares based on what you believe the long-term value to be.

And the last is, I'm sure you ought to know when to sell. In order to know a good time to sell stocks, you need to understand the tax implications of stock sales, as well as the potential reasons to sell a stock.